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School Life

OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION

Volume 29, No. 7

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FEDERAL SECURITY AGENCY • U. S. Office of Education, Washington, D. C.

SERVICE IN GERMANY

ON INVITATION from the War Department, several staff members of the U. S. Office of Education are serving in a consultative capacity during the next few months in the reorientation of the German educational system. They will spend on the average 60 days in Germany or Austria.

Howard R. Anderson and Philip G. Johnson, both of the Secondary Education Division, left the United States early in February. Dr. Anderson is one of a group of seven educators whose purpose is to help German educational leaders develop new programs in the social studies in accordance with the recommendations of the United States Education Mission to Germany, of which Dr. Bess Goodykoontz, of the Office, was a member. They will work primarily in a number of curriculum centers in the American Zone which are attempting to provide textbooks, courses of study and curriculum materials consistent with the democratic philosophy. Their work will also be concerned with teacher training.

In addition to Dr. Anderson, members of this mission are: John Haefner, Head of Social Studies, University High School, University of Iowa; Allen Y. King, Director of Social Studies, Cleveland (Ohio) Public Schools; Margaret Koopman, Central State Teachers College (Michigan); Frederick J. Moffitt, Chief, Bureau of Instructional Super-

vision (Elementary), New York State Education Department; Burr Phillips, Head of Social Studies, Wisconsin High School, University of Wisconsin, and J. R. Whitaker, George Peabody College for Teachers.

On another mission, Dr. Johnson along with Keith Tyler of Ohio State University, will work in the area of visual aids.

Mary Dabney Davis of the Elementary Education Division arrived in Germany March 1. Her assignment is threefold: Concerning the elementary school curriculum especially in relation to the social studies and the fine arts; the incorporation of kindergartens and nursery schools in the elementary school program; and the relationship of elementary to secondary schools in the re-making of the German school structure.

Dr. Davis plans to attend the organization meeting of a proposed international federation of professional organizations concerned with education in the 2- to 8-year age level.

Ronald R. Lowdermilk, specialist in educational uses of radio, U. S. Office of Education, arrived also March 1. The mission of which Dr. Lowdermilk is a member, is concerning itself with all phases of communications.

Arriving abroad later in the spring are other members of the Office of Education, including Ray L. Hamon, specialist in school plants; Helen K. Mackintosh, Elementary Education Division; and David Segel, specialist in tests and measurements.

Public Health Nursing Week

Services of the public health nurses of America are dedicated to the home care of the sick, the prevention of disease, the development of sound minds and bodies, and the establishment of constructive individual health practices. Tribute will be paid to their work by the Nation in the observance of Public Health Nursing Week, April 20-28, 1947.

Aims of the observance include:

1. To inform people not already conversant with public health nursing services of the broad scope of the work done.
2. To spread the message that public health nursing services are for everybody and are not limited to those in the lower income brackets.
3. To encourage more nurses to enter the field of public health nursing.
4. To interest more high school and college girls in choosing public health nursing as a career.
5. To help relieve pressure on hospitals by calling attention to the fact that part-time professional nursing care is available to people at home.
6. To stimulate the development of organized health services in all areas of the United States.

Services of the Public Health Nurse

More than 20,000 public health nurses are employed in the United States and Territories by local, State, and national agencies. They work for health departments, boards of education and

(See page 9)

School Life

Published monthly except August and September

Federal Security Administrator-----WATSON B. MILLER

U. S. Commissioner of Education---JOHN W. STUDEBAKER

Purpose

The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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Subscription orders, with remittance, should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Subscription price \$1 per year; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. Subscriptions may also be entered through magazine dealers. Single copies 10 cents. For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent.

Publication Offices

U. S. Office of Education, FEDERAL SECURITY AGENCY
Editor-in-Chief, Olga A. Jones

Washington 25, D. C.

THE HIGH SCHOOLS OF THE FUTURE¹

by John W. Studebaker, U. S. Commissioner of Education

WILL the high schools of the future be different from the high schools of today? They certainly will.

In trying to be a prophet, I am not unmindful of the hazards involved. First, I cannot claim—as in the case of a well-known radio predictor of things to come—a batting average of 82 percent. Second, our high schools of the future will adapt themselves to the needs of the times, and those needs cannot be forecast with complete precision. We know for a certainty only one thing about them: They will be unprecedented.

Education is the only means society will have for making the necessary manifold adaptations. Education has always been essentially a means of social adaptation.

We have never thought of our schools as buildings sequestered in certain blocks of our town—in a sort of extraterritorial status. Rather we have considered them to be the very center of community life, responsive to social needs and to social change, reflecting the broad characteristics of their social setting.

As one seeks to appraise the social setting of our schools today, he must note the persistence on the world's horizon of the age-old fundamental conflict of freedom versus tyranny, of democracy versus dictatorship. At home, against our own horizon, he notes how our national structure is settling ponderously into the ways of peacetime, not without many vibrations; he sees the appearance of some fissures, and hears the grinding of part on part. He notes the symptoms of social and economic dislocations in strikes, in divorce courts, in juvenile delinquency, in the increasing incidence of mental illness—to mention only a few. The high schools, too, registering these social dislocations like a seismograph, are shaken on their foundations.

I have not mentioned the single most imperative fact of the present hour in our history—the fact of atomic

energy. With spectacular suddenness it has presented to us the choice between world peace and world suicide. Not one of us knows whether this age will bring splendid material and spiritual benefits to all mankind or whether there will be a third world war more totally destructive than we can now imagine.

And again, what of the schools? What shall they do to prepare boys and girls for life in the atomic age? Crippled as our schools are by the teacher shortage, handicapped as they are by obsolete and inadequate plants, equipment, and textbooks, they must nevertheless respond to the demands of this new era that is dawning. Under the impact of unprecedented pressures—from the inside and from the outside—our schools must carry on as best they can today, confident that tomorrow education will come to occupy the very center and front of the world's stage.

Tomorrow? What course will the high school of the future follow? Barring the unpredictable, we may be certain that the high school of tomorrow will have its roots in the high school of today. I grant that some of those roots are weak or puny. But others are hardy and tough. They have vitality. With care, they will grow straight into the future. Let us look at some of these more promising roots—seek to envision the sturdy trees they well may nourish.

Learning the Lessons of One World

First, there is the international root. There is the United Nations Educational, Scientific, and Cultural Organization. Throughout the world UNESCO is proclaiming the power of education as an international force for peace. No other international instrument offers greater potentialities for peace.

The international aspects of learning, scarcely rooted today, will have great influence in shaping the world of tomorrow. In a world of interdependent nations and races of peoples, the provision of knowledge that leads

to sympathetic social understanding will be an absolute necessity.

It is a platitude to say that prejudice against peoples is a sign of ignorance. Somehow, we do not like what we don't know anything about. We are too willing to *believe*, therefore, in spite of the lack of evidence. We do not size things up. We don't try hard enough to understand other people's points of view. Prejudices are among the few things in the world that thrive in the dark. They cannot stand up to the light.

Now, we can hardly count on the high school of the future to transform human nature—even though we might devoutly wish for a few minor alterations here and there. But the high schools of the future can and will, I predict, go so far as to modify human nature. The degree to which they do modify it will depend on the effort they put into teaching intelligent devotion to the American way, a real understanding of other people's points of view, patience in compromise, and social concern for all mankind.

Do I promise too much? Mark Twain was very serious when he said, "Don't give up your illusions. When they're gone you may still exist, but you have ceased to live." Am I indulging in an illusion? Possibly. In all earnestness I predict that the high school of tomorrow will provide fertile soil for growing the sturdy roots of world awareness.

School Population

Let us look at the *second* root—that of our school population. Tomorrow our high schools are going to achieve the ideal of education for all. At the rate we are going, it is safe to say that the number of normal youth of high school age who will eventually be studying in high school will closely approach 100 percent. This will not happen in 5 years. It may possibly happen in 20. The trend toward total enrollment is most encouragingly steady.

There are two excellent reasons for this. And notice, incidentally, how they stem from the social soil of the times. One reason is the tendency of our economic output per man-hour to increase because of newer and better sources of power. Therefore, it will

¹Address delivered at the Annual Convention of the National Association of Secondary-School Principals, Atlantic City, N. J., Mar. 1, 1947.

be advisable for young people to remain in school for a much longer period. It will not be economically advisable for them to try to compete on the labor market. Such a trend, interrupted by the war, is showing itself again.

The other reason for nearly 100 per cent persistence of young people in school will be the greater attractiveness of the offerings of the high school of tomorrow. Let me put it this way: Youth of the future will have no productive place to go, unless to high school; and, in addition, they will find that high school is the best possible place they can go.

The Curriculum

Why will this be so? Chiefly because of the improvements bound to come in the high school curriculum. What improvements will be made? Let us examine this *third*—or curriculum—root.

I will take time for only one broad generalization. Tomorrow's high school will not be negligent with the majority of our youth who are destined neither for college nor for the skilled trades. And here, in using the term "tomorrow," I am talking about the immediate future. Within a very few years our high schools will be more completely geared to give service in both vocational and general education. As to the vocational phase, I predict (1) that it will deal with a much broader range of practical arts than it does today; (2) that it will give greater emphasis to mastering technical disciplines of the various occupational fields and less to the development of the manipulative and other skills; and (3) that it will have substantially more cultural content and value generally than it has today.

As for general education, I prophesy that it will give more attention to the utilitarian aspects of all learning. General education will ask insistently, "What knowledge is of most worth? What attitudes are most essential? What skills are most valuable?"

Thus will the gap between general and vocational education be narrowed, if not eliminated, in the high school of the future. And I would point out that the union between vocational and general education will come because the needs of the times will require it.

In making that generalization about the curriculum of the future I am aware that much has been left unsaid. I have said nothing about the increasing interest of the high school in health and physical education, or the provision of basic health services such as medical and dental examinations; or about camps and camping as an integral feature of the secondary school program; or about the necessity for the regular, intensive study and discussion in classes of the materials in current periodicals designed especially for school use and preferably owned and taken home by the pupils. Nor have I mentioned the use of the community as a laboratory for civic training and participation. All of these auxiliary roots are taking hold to such an extent in the present that one may reasonably expect them to thrive in the future.

Implementing the New Program

But let me turn now to the *fourth* root—that of school service, or implementation. How are we to provide the means of putting forward all the educational objectives I have sketched? What of the high school building? What of plant equipment? What about counseling and guidance services, school psychologists and psychiatrists, and all the other ancillary services needed to reinforce the service of the modern high school? What about textbooks and teaching methods, visual aids, and radio? Finally, what about the status of teachers?

All of these and many other matters, dear to the heart of the school administrator, are important. But they are important only as a means to the educational ends all of us seek. Generally, there is far less agreement concerning these means than there is about the broad ends toward which secondary education is directed. Nevertheless, I shall hazard a few comments on the means, as I imagine them, in the high school of the future.

First, the physical plant. I believe it will look like some of our better high school buildings of today—but with a number of distinct improvements. There will be shops, laboratories, a gymnasium, a cafeteria, and libraries. But the classrooms in our future building will not be chopped up into so

many standard-sized cubicles, each seating 30 to 40 students. Instead, there will be several large classrooms similar to the present lecture rooms of our colleges and universities, and accommodating 100 or 200 or even more students. Such classrooms will be equipped with radio and sound equipment, with projection devices for educational films, film strips, and pictures. And, like the smaller classrooms, they will be provided with quantities of textbooks, supplementary library books, workbooks, and other instructional aids for the use of students.

Right here I would like to add my fervent hope that *all* these future textbooks and workbooks will be written—all of them, without exception—for boys and girls to *learn* from, not primarily for teachers to *teach* from. In other words the school will come to be recognized as a place for *learning*, not merely for *teaching*.

Master Teachers and Assistants

Now a word about the teachers of the future. There will be, I predict, at least two or three different classifications of teachers, with different functions. First of all, there will be the skilled and experienced teachers—let us call them "master" teachers—who will be in charge of the larger classrooms, comfortable, well ventilated, acoustically treated, and thoroughly equipped with the scientific aids I have mentioned. Before I predict classes of one or two hundred students again, let me assure you that I do so with all caution. I know exactly what heartbreaking burdens teachers are carrying at this moment with classes of 45 and 50. Could they hear me prophesy that the size of their classes may be still further enlarged they might say that I'm as impractical as the man who dreams of eating caviar and truffles when there's not even bread in the house.

But no, most emphatically, I am neither advocating nor predicting crowded classes. What I am predicting for the future will, I believe, make for better conditions for teaching and for better results. And I think that teachers would cheer the prospect of being master teachers in these larger classrooms *under* the following conditions.

The forte of master teachers would

be the dramatic and superbly skillful presentation of materials, problems, ideas, and techniques of learning. Scientific aids could bring any part of the world right into the classroom—to illustrate lectures, to stimulate discussions, to instruct vividly in those many instances in the learning experience when hundreds of words of explaining cannot make the impression of one perceptual demonstration. We have only to think what films could mean to the teachers of botany, geography, history, physics, sociology; of what recordings and similar equipment could do to aid the teacher of languages. It is enough to make the imagination of any teacher glow in anticipation.

With the right scientific equipment, the Army and the Navy taught varied fields of subject matter to large groups of men simultaneously. With adequate financial resources to draw upon, the Army and the Navy had the opportunity to apply techniques in teaching that had been known to school specialists for many years. Under those conditions, they achieved results that point the way to a degree of efficiency in teaching that has not been approached in most schools. The master teacher of the future may be expected to achieve comparable efficiency.

Another classification will be the junior teacher, a full-time, inexperienced teacher straight from college. There will be the apprentice teacher—similar in status to the practice teacher in the junior or senior year of college today. Only certainly the apprentice-teacher system, to be successful, must provide adequate numbers of qualified trainees working much of their time in intimate relationship with master teachers.

The duties of the junior teachers and the apprentices will be to assist the master teachers. Such duties might include taking small groups of students into the smaller classrooms, libraries, shops, and laboratories for individual or small-group attention. Or the duties might consist of conducting experiments, giving quizzes, or holding conferences for make-up work; of accompanying small groups into the community for surveys and excursions, or for supervised work experience.

In other words, the high school of the future will offer the superior ad-

vantages of individual and small-group help where such help is essential. At the same time the school will also utilize large-group instruction in subjects where large-scale instruction is equally or more efficient.

With some alterations of the physical plant, urban high schools with relatively large enrollments may already be able to arrange a program of the sort I have described. Now, immediately, some of you ask about the high schools in those sparsely settled rural areas where the development of a large building is impractical—even with improvements in school transportation and consolidation of districts. What about the rural high schools of the future?

The question is pertinent. I readily admit that the problem of providing equal educational opportunity for rural youth requires close figuring. In spite of real obstacles, however, I am confident that, by better planning on a State-wide basis, we can do much more for rural youth in the future than we have done in the past. Some indication as to how I think this can be done I gave at greater length than I can do here today in a recent magazine article. It may be that some of you saw that article, entitled "The Missing Link in Our Schools," in the February issue of the *Woman's Home Companion*.

But let me add at this point that a better program for rural high school youth in the future can be pushed forward by such means as the following: (1) a sound and comprehensive system of rural school consolidation; (2) improved transportation; (3) subsistence scholarships; and (4) the use of some high school facilities in nearby urban areas, or in regional high schools or institutes.

I mentioned a moment ago that tomorrow's high schools will be far more attractive generally than most of the high schools of today. I also mentioned one thing that will make them more attractive and give them greater holding power—far more individual attention than we are now able to give. The high school of the future will provide plenty of opportunity for counseling and guidance.

A Real Program of Guidance

Although guidance is a part of every teacher's responsibility, the teacher

cannot be at his best without a constant in-service program in which the staff services of experts are available. A staff of trained counselors in every high school in the Nation should be the rule. High schools of the future should have such experts to supplement and reinforce the work of teachers, and to give every single youth the specialized and individualized educational nourishment he needs, the particular understanding he needs. In short, the high school of the future should have a place where a boy or a girl can present his most serious personal problems, if he wants to, before a whole-souled counselor of great ability and deep understanding, one who is not responsible for any disciplinary action, one who is fully aware of the individual duties, problems, and dreams of his group of pupils.

The future guidance program will make liberal use of tests and other instruments of evaluation of various kinds. Measurements will be made of academic aptitude, of the ability to interpret data, of verbal facility, of ability to handle ideational symbols. There will be instruments to help in the evaluation of mental health and personality adjustment. There will be school psychologists and psychiatrists to deal with the more difficult and prolonged problems of personality adjustment.

Finally, the guidance program of the future will be the spacious avenue that goes between the school and the home, the teacher and the parent. Such an avenue will be built to invite and maintain two-way traffic.

Adequate Clerical Service

There is one additional, indispensable auxiliary service which, I predict, will be added to the high school of the future. That is the provision of really adequate clerical assistance to teachers. They should be free to give their talents and energies to their pupils. They should be free to grow in personal culture and professional competence. Teachers should not have to wear themselves out scoring tests and working mimeographing machines.

Genuine Professional Status for Teachers

No matter what the school plant of the future will look like, no matter how

many scientific aids it will eventually have, the quality of education will depend primarily on our teachers. There are encouraging signs that this truth is coming to be generally understood. And so with confidence and in the face of the bleak educational climate of this moment, let me predict one more thing about our teachers of the future. The time *is* coming when our society will stamp a professional man or woman with its final approval before that man or woman is allowed to teach children.

When that time comes, teachers will be paid very much better salaries than they are now paid. They will, of course, be employed on a 12-month basis, with adequate provisions for vacation periods. Some of our master teachers may even be quite as well paid as are the more successful athletic coaches or the principals of larger high schools today. Increased remuneration will result in part from the greater public esteem in which the profession of teaching will come to be held as its standards are raised.

Now I have outlined the directions—as I interpret them—that I believe our high schools are moving toward. What would such high schools cost? I have predicted that there will be a central pupil-personnel service staffed by specialists in guidance and counseling, in psychology and psychiatry, in medicine and dentistry. I have predicted that a central clerical organization will lift practically all clerical burdens from the teachers. And I have predicted that the annual salaries of master teachers will be approximately \$6,000 in terms of the present purchasing power of the dollar. All of these costs—and let us not forget the scientific aids and complete supplies of books and other instructional materials—will be much greater than the investment we make in school services today—perhaps two or three times as great.

Added costs, however, tell only one side of the story. They will be offset in part by such a program of reorganization of plans for teaching as I have also predicted will come about. By utilizing the techniques of teaching large numbers of students simultaneously, when this can appropriately be done, we could, to put it bluntly, get

more and better work done for less money. And that work would, I believe, be far more efficiently done than it is done at the present time. The total number of master teachers required to staff a high school of 1,000 students would be substantially reduced from the total number of teachers required to reach such a body of students today. Junior teachers and apprentices may advance from a respectable minimum salary through various gradations to the top positions. But I repeat that these top positions would be filled by career teachers of proved capabilities and genuine talent.

We must also figure our costs in terms of the investment made in our young people. In the final analysis, the costs of education cannot be figured in any other way. They always have a high intellectual and emotional content. It is like figuring the price we are willing to pay for democracy.

Some Conclusions

In conclusion, with respect to the present-day roots—those having international aspects; those having to do with enrollment and curriculum; and, finally, those which will implement all our objectives—I would like to emphasize that their rate of growth will depend in large part on all of us. What can we do to give them proper care? How can we help bring them to fruition?

Perhaps I can answer that question in part by going outside the field of education for a brief illustration. As you know, the great sciences of medicine and psychiatry are in process of becoming integrated. My doctor friends tell me that psychosomatic medicine is the medicine of the future. It is interesting to note, however, that until very recently the force of circumstances discouraged medicine and psychiatry from getting together. They wanted the same thing for their patients—total health. But, generally, they worked independently of each other.

Then, swiftly, the needs of the times changed. The alarming incidence of psychoneurosis during World War II among our men of the armed forces was the crisis that finally brought medicine and psychiatry together. All

mankind will benefit from the interpretations these two sciences are now making to each other.

The analogy I would draw is, simply, this:

Citizens and teachers want the same thing. They want children to have the best possible education. They want a sound America. Will the present crisis in our schools bring citizens and teachers closer together to work in the great common cause of building toward this school of the future? Is the total effort integrated?

Let us ask ourselves whether we are doing everything possible to interpret our school program and our school needs to parents, to all of America. We are not working in an abstract mental laboratory; we *are* working with boys and girls who are destined to grow up in a ruthlessly realistic world. We have the duty of making certain that every single one of our home communities understands this. The needs of the times demand it.

Motion Pictures and Film Strips Available

ABOUT 200 additional motion pictures and film strips of those produced during the war, have been made available by the U. S. Office of Education through its distribution channels.

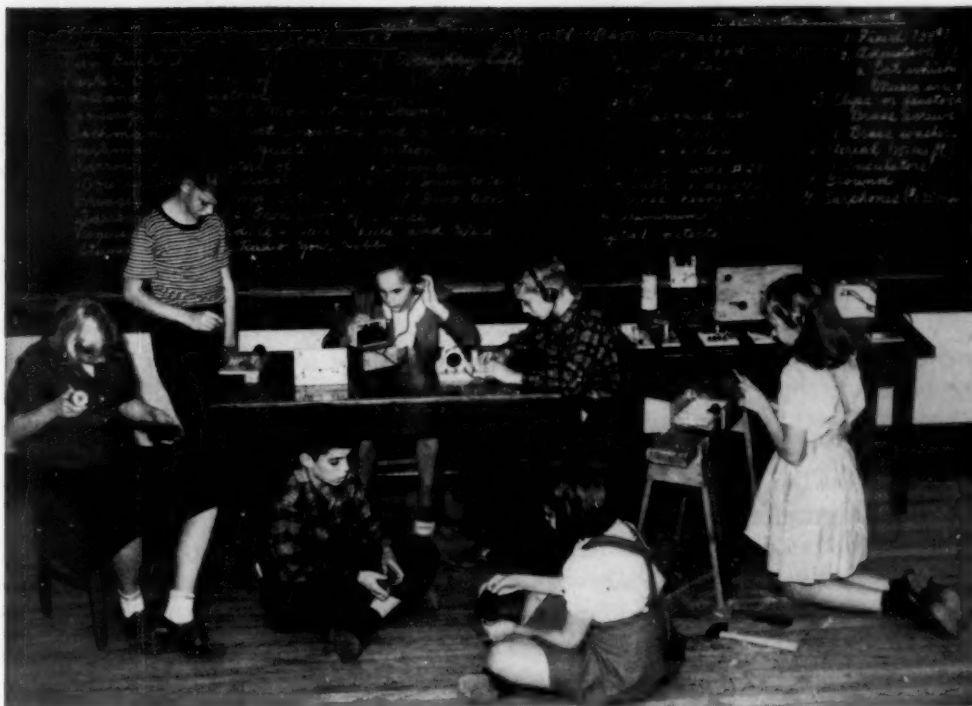
Some film titles on the new list are: Essentials of First Air, Safety for Welders, The Cathode Ray Tube—How It Works, and Advanced Typing Shortcuts. Filmstrips include: The Airplane Engine, Electric Motors, and Make Your Chalk Talk.

Purchases may be made from the distributor for the Government, Castle Films, 30 Rockefeller Plaza, New York City; or may be borrowed from film libraries.

The description, price, size, and length of each film will be included in the revised edition of the film catalog prepared by the U. S. Office of Education.

Pan American Week

Materials to help in school observance of Pan American Week—April 13–19—are available from the Pan American Union, Washington 6, D. C.



Pupils have the satisfaction of relating scientific principles to appreciation of a daily experience—radio.

SOME NEWER DIRECTIONS IN ELEMENTARY SCIENCE

by Glenn O. Blough, Specialist for Science, Division of Elementary Education

THERE are pin oaks, white oaks, red oaks and ——," John is reciting. He hesitates.

"And what other kinds?" the teacher asks.

"Swamp oaks," says John, relieved to have recalled another member of the oak tribe that the teacher has assigned to be learned.

"Yes, and we have two more kinds," the teacher says, hanging on until the end.

But poor John is stopped. And indeed it is "poor John." His teacher is out-of-date. She says, "I want them to recite the facts. I want them to know the names of things. As far as I'm concerned, identification's very important."

As far as she's concerned, it is. But what exactly is the importance of identification? How essential is it for children to recite facts? To go a step

further, what are the new directions with respect to these and other similar factors in the methods of science teaching in the elementary school? Perhaps it is more accurate to say: What do the trends *appear* to be—since there is still great variation in practice and much difference of opinion among supervisors, teachers, and writers in the field. Generally speaking, however, there are certain major trends that indicate the general direction of grade-school science teaching. Courses of study, books, pamphlets, and articles indicate them. And let there be no mistake; there has been progress. Many schools have good programs. Good courses of study and curriculum bulletins are in use and in preparation.

Remember your botany notebook: 50 specimens neatly pressed and mounted. Blanks neatly filled in, in the lower

right-hand corner: Common name, scientific name, number of petals, number of sepals, habitat. The chief requirement was that by the end of the spring term your collection must reach or surpass the magic number of 50 specimens, all blanks filled in. You could satisfy the requirement without much brain work. You didn't even need to know the meaning of the word "habitat," except in a foggy sort of way. "Brown's Woods" was satisfactory. *Identification*, or more properly perhaps, *labeling*, was the end in itself. You would have no ideas on such a problem as this: "Last year they cut off the timber in half of Brown's Woods. How has this changed plant and animal life and how may it change it still further in the future?" But that did not concern the teacher.

The purpose of identification in science has changed. Merely to learn a list

of names and to connect them with appropriate objects is no longer enough. Names are learned because they are useful in describing, studying, and discussing things. Naming is a means to an end. John may learn the names of oaks that are native to his environment because he may be studying the economic importance of plants and consequently needs to know their names—this is additional to the fun or satisfaction he may have in calling the trees by name.

If his teacher is on the beam, she will abandon the idea of having John recite a series of facts about the average height, bark appearance, blooming time, and other details about oaks. His study of trees will be related, instead, to some significant problems, such as the one indicated in a preceding paragraph. Then the facts John gathers will be used for the purpose of solving this problem. It's the essential science principles that he will be asked to remember, and, what is more important, be expected to use in solving problems of concern to him now and later. Wise use of lumber resources, for example, has direct significant influence on every individual.

This brings us to realize that science in the elementary grades has broadened considerably in its purpose from the early days of nature-study programs. At one time the major concerns were: Identification; object lessons built around an insect, a cloud, a stone, or a blossom; and heavy emphasis on appreciation. Hopefully, we believe that the broader concepts of science now held are more basic.

Still a Long Trek

The direction of subject matter is toward solving significant problems of the environment, and consequently the phenomena of heat, light, sound, electricity, energy, and similar phases of physical science are included—in addition to plant and animal life, which characterized earlier science teaching.

Increasingly, we relate the problems which make up the science course to the life of the child: to his health, his safety, his social adjustments, and his interpretation of the environmental problems that baffle and intrigue him. Traditional subject matter, as well as the way it is developed, needs more and more to be challenged in the light of what it can contribute to learners. To illustrate:

We are shying away from requiring pupils to learn the names of planets in their order of distance from the sun, and we are moving toward solving such problems as "How do we use the energy of the sun in our daily living?" On this road we have made progress. But there is still a long trek ahead.

When pupils themselves originate the problems—an indication that they stem from children's real concerns—the lessons learned are more likely to stick and be meaningful. The trend toward bringing this situation about does not mean that courses of study are to be built solely on the children's interests as indicated by their questions. Wide avenues of learning would not be open under such circumstances, for children cannot show interest in things they do not know exist.

Teachers and supervisors have launched into the study of a unit on the strength of a question asked by some one member of the class. For example, the alert child takes a trip to the local docks and on Monday says, "How is it, Miss Smith, that a big iron boat like the *Queen So-And-So* can float in the water?" This may become an interesting problem to the majority of grade six or it may not. As is the case in so many similar situations, much depends on the teacher; and the age, backgrounds, and general interest of the children. The summary of trends with respect to selecting content may be indicated by saying that children's interests, as well as their needs, are being considered more and more frequently.

First Things First

It is desirable to give more attention to the year-by-year development of the science course with respect to the children's needs and abilities. In many instances, courses have been designed to cover the fields of science experiences in a carefully planned sequence from kindergarten to grade twelve and even into the college level. Attempts have been made to develop these courses in such a manner that one year builds on the previous ones. For example, in the study of weather: Primary-grade pupils will have experiences with wind and with evaporation and condensation, and, through them, come to understand some of the simplest ideas involved. In the intermediate grades, experiences

with air pressure, more experiences with air and its moisture content, as related to temperature, are included. To these experiences are added, in the junior high school, work with weather forecasting and the more technical aspects of the subjects.

Careful allocation of the various principles of science must take place under such circumstances as will keep seventh-grade children from saying "Miss Smith, we had that before in the fourth grade." The very nature of the subject matter, when well presented, should leave the learner with the idea that he has only begun to explore the possibilities, that there is still much to learn and to discover.

This arrangement of sequences does not prohibit utilizing children's interests and problems. To a large degree it can evolve from these interests and problems and it should include them as they arise. Incidental experiences of children become a part of the program. Provisions are made for them in addition to the planned ones. But careful planning keeps the program from being a series of hits and misses.

More Learning by Doing

How, then, is science being taught? Unfortunately, for a variety of reasons such as lack of background and experience of teachers and meagerness of equipment, there is still a long way to go before we achieve really effective teaching in grade-school science. There is still too much *reading* about science and not enough *doing*. But many schools are organizing their programs to provide real experiences for the children: Experiments which they can perform in the classroom, trips to the real-life spots where science is at work, opportunities for much observing, and a chance to explore. Increasing emphasis is placed on using the resources of the home and community. Books are taking their natural place as sources of information, for verification, and for expanding experiences; but science is no longer regarded as a book subject in which the ideas on the page and the real science never connect.

Children learn to plan experiments carefully, to draw conclusions cautiously, to verify their results or to hold them tentative until more evidence is provided. They are, we hope, learning

to think. They are beginning to grow in ability to attack problems, to pursue their solutions in an orderly manner, and thus to place confidence in their findings. By understanding, they are growing in appreciation of the wonders of their environment.

The real study of science begins with a problem which perplexes the learners and thus urges them to set up ways to solve it. The teacher guides the learning. That is, she gives the pupils time to think, but she doesn't tell them all the answers; in fact, in many instances, it is necessary for the teacher to learn with the children. She knows sources and ways to learn, but she does not always know the answer. There is an atmosphere of learning together—a genuine situation of discovery for which there is no adequate substitute.

Sensible Correlations

Perhaps we are beginning to arrive at that healthy state, at least in some science classes, where we no longer try to "build everything" around a central idea. We have all been in classes of either social studies or science where the children were studying Indian life, for example, or the weather, and hung every activity of the week on some one peg. At the end of the week, everyone, including the janitor, was sick of the whole idea. Of one thing we can be sure; everyone forgot it on Saturday.

A study of weather, however, cannot be very effective without the use of other subjects. Reading is essential if the pupils are to learn some of the principles involved. Oral expression is necessary if they are to discuss their findings and clarify them. Written expression may become necessary when it is desirable to record the findings of an experiment or an observation. The record may need to be illustrated for the sake of clarity; hence, art skills are needed. Arithmetic may be useful; so may geography. A study of the effects of weather change on the lives of men may swing the activities into the social studies field, but what of it? When the need for using skills, attitudes, learning, and appreciation arises, it seems sensible to use them. But when we begin to look for weather games to play, weather songs to sing, and weather poems to write, aren't we driving a good thing into the ground? There is much

evidence to indicate that the various subject-matter areas that are mutually helpful are being used together, and that artificial situations dreamed up for the sake of correlating are getting into the back seat.

Evaluation and New Goals

The more effective science programs are characterized by certain trends. Stated as criteria which may be used to evaluate science teaching, they can be summed up as follows:

1. Are the children growing in ability to think independently, to plan intelligently, and to carry their problems to appropriate solution?
2. Are they becoming more and more scientific in their attitudes?
3. Are their science experiences contributing to their social growth?
4. Are they coming to understand significant generalizations and principles, and learning to apply them in solving problems in their environments?
5. Are their science experiences vivid, challenging, interesting, and enjoyable?
6. Is the program planned so that it grows from year to year in step with the growth and development of the girls and boys for whom it is intended?

Several factors are contributing to the growth in effectiveness of the science program in the elementary school. Large numbers of State, city, county, and other school units are developing courses of study and guides for instruction. New and revised textbooks are becoming increasingly available. Supervisors and others interested in the elementary curriculum are becoming more conscious of the problems involved in the teaching of science in the grades, and teachers are attacking their problems with increased interest and enthusiasm. As for the children, those who work with them are aware of the benefits as well as the pleasure which they derive through their science experiences when these are carefully planned and well-directed.

Public Health Nursing

(From page 2)

other official agencies and for non-official organizations such as visiting nurse associations, tuberculosis associations, insurance companies, and industries.

The objectives of the employing agency may limit some of the nurses to particular health problems, or to certain groups of the population. For example, nurses working with tuberculosis agencies devote themselves largely to the control of tuberculosis. A nurse employed by a board of education concerns herself chiefly with the health of the school child. An industrial nurse may confine her activities to persons employed in a particular plant. Most public health nurses, however, are concerned with all family and community health problems and are responsible for looking after persons of all ages from infants to old folks.

The public health nurse's role as a teacher of health involves her in a variety of duties that the average person would not ordinarily associate with nursing. She may arrive on a visit to give instruction and care to a mother of a newborn baby only to find that the screenless house obliges her to turn her attention also to malaria control. On a communicable disease visit, she may notice the unsanitary condition of the well in the backyard and turn the discussion to sanitation and perhaps initiate a visit by the sanitary inspector. When she assists a family in getting a birth registered, she is in the field of vital statistics.

On the whole, the public health nurse works with and for human beings, to help them improve in health, avoid sickness, and deal effectively with those illnesses or accidents that do befall them.

More Public Health Nurses Needed

Today, for the country as a whole, we have one public health nurse to approximately every 6,500 persons. To render a complete public health nursing service including bedside nursing in the home, our country needs one public health nurse to each 2,000 of the population. Based on the 1940 census, this would require at least 65,000 public health nurses, about 45,000 more than we now have. The American Public Health Association has recommended that a ratio of one public health nurse to each 5,000 of the population be maintained for preventive services exclusive of nursing care for the sick. At least 10,000 additional public health nurses are needed for the preventive services alone.

Education and the 80th Congress, 1st Session

EDUCATIONAL BILLS INTRODUCED IN THE 80TH CONGRESS, FIRST SESSION, AS OF FEBRUARY 1, 1947

by Ward W. Keesecker,
Specialist in School Legislation

MEMBERS of the new Congress are confronted with numerous bills relating to or affecting education. Most of these bills have been referred to the newly organized Educational Committees of the Senate and of the House for appropriate consideration.

Attention is invited to the fact that under the Legislative Reorganization Act of 1946 (Public Law 601, 79th Congress) the Senate Committee on Education and Labor was replaced by a new committee known as Senate Committee on *Labor and Public Welfare*, and the House Committee on Education was replaced by a new committee designated as House Committee on *Education and Labor*.

Although the following list of bills relating to, or affecting, education will not be complete as of the date it comes from press, it does represent a rather comprehensive listing at least of the principal bills which had been introduced by February 1, 1947.

Senate Bills

S. 5, by Mr. McCarran, Jan. 6.—A bill to provide adequate aeronautical training for the youth of the United States. (Committee on Interstate and Foreign Commerce.)

S. 39, by Mr. McCarran, Jan. 6.—A bill to authorize the Bureau of Reclamation, Department of Interior, to make payment to school districts as compensation for education of children of Federal employees residing on federally owned property. (Committee on Public Lands.)

S. 48, by Mr. Hill (for himself and Mr. Aiken), Jan. 6.—A bill to provide for the demonstration of public-library service in areas without such service or with inadequate library facilities.

(Committee on Labor and Public Welfare.)

S. 81, by Mr. Green (for himself and Mr. McGrath), Jan. 8.—A bill to assist the States in improving and maintaining their systems of free public education by providing funds to be used for supplementing teachers' salaries. (Committee on Labor and Public Welfare.)

S. 140, by Mr. Fulbright (for himself and Mr. Taft), Jan. 10.—To create an executive department of the Government to be known as the Department of Health, Education, and Security. (Committee on Expenditures in the Executive Departments.)

S. 170, by Mr. McCarran, Jan. 13.—A bill to authorize the appropriation of funds to assist the States and Territories in increasing the rate of salary payments to teachers in the public elementary and secondary schools. (Committee on Labor and Public Welfare.)

S. 199, by Mr. Aiken, Jan. 15.—A bill to authorize the appropriation of funds to assist the States in more nearly equalizing educational opportunities among and within the States by establishing a national floor under current educational expenditures per pupil in average daily attendance at public elementary and secondary schools and by assistance to nonpublic tax-exempt schools of secondary grade or less for necessary transportation of pupils, school health examinations and related school-health services, and purchases of nonreligious instructional supplies and equipment, including books. (Committee on Labor and Public Welfare.)

S. 208, by Mr. Langer, Jan. 15.—A bill to increase the subsistence allowances for veterans receiving educational benefits under the Servicemen's Readjustment Act of 1944, as amended. (Committee on Labor and Public Welfare.)

S. 229, by Mr. Gurney, Jan. 15.—A bill to authorize the Secretary of the Navy to construct a postgraduate school at Monterey, Calif. (Committee not given.)

S. 239, by Mr. Gurney, Jan. 15.—A bill relating to the Board of Visitors to the United States Naval Academy and the postgraduate school. (Committee on Armed Services.)

S. 259, by Mr. Pepper, Jan. 15.—A bill to promote the general welfare through the appropriation of funds to assist the States and Territories in providing more effective programs of public kindergarten or kindergarten and nursery-school education. (Committee on Labor and Public Welfare.)

S. 278, by Mr. Gurney, Jan. 17.—A bill to establish the United States Naval Postgraduate School, and for other purposes. (Committee not given.)

S. 326, by Mr. Pepper, Jan. 22.—A bill to amend the Servicemen's Readjustment Act of 1944, with respect to the education and training of veterans. (Committee on Labor and Public Welfare.)

S. 346, by Mr. McFarland (for himself and Mr. Johnson of Colorado), Jan. 24.—A bill providing for an increase of and continuance of payment of compensation or pension to a child of a deceased World War I or II veteran during education or training. (Committee on Finance.)

S. 407, by Mr. McFarland, Jan. 27.—A bill to eliminate the specific limitations on the compensation for productive labor and subsistence allowances which may be received by veterans obtaining education or on-the-job training benefits under the Servicemen's Readjustment Act of 1944 and to eliminate the 2-year limitation for on-the-job training under such act. (Committee on Labor and Public Welfare.)

S. 427, by Mr. Magnuson, Jan. 29.—A bill to amend the act entitled "An Act to expedite the provision of housing in connection with national defense" approved Oct. 14, 1940, as amended, to authorize the transfer of property to States and local governmental units for the public use. (Committee on Banking and Currency.)

S. 472, by Mr. Taft (for himself, Mr.

Thomas of Utah, Mr. Ellender, Mr. Hill, Mr. Smith, Mr. Cooper, Mr. Chavez, and Mr. Tobey), Jan. 31.—A bill to authorize the appropriation of funds to assist the States and Territories in financing a minimum foundation education program of public elementary and secondary schools, and in reducing the inequalities of educational opportunities through public elementary and secondary schools, for the general welfare and for other purposes. (Committee on Labor and Public Welfare.)

S. Res. 61, by Mr. Morse, Jan. 17.—To authorize a subcommittee of the Committee on Labor and Public Welfare to make a full and complete study and investigation with respect to existing and proposed Federal grants to State and local governments for welfare, education, and health programs. (Committee on Labor and Public Welfare.)

S. Res. 71, by Mr. Knowland, Jan. 24.—To authorize the Committee on Public Lands or a subcommittee to make a full and complete study and investigation with respect to the burdens imposed upon the States and political subdivisions thereof, by reason of the location within their boundaries of real property of the United States which is not subject to State or local taxation. (Committee on Public Lands.)

House Bills

H. R. 78, by Mr. Hinshaw, Jan. 3.—A bill to remove the maximum placed on the amount a veteran enrolled in a training program may receive as a subsistence allowance in addition to compensation for productive labor, and for other purposes. (Committee on Veterans' Affairs.)

H. R. 108, by Mr. Lynch, Jan. 3.—A bill to authorize the conveyance of the United States military reservation at Fort Schuyler, N. Y., to the State of New York for use as a maritime school, and for other purposes. (Committee on Armed Services.)

H. R. 116, by Mr. McDonough, Jan. 3.—A bill providing for an additional military academy in the southern district of the State of California, and for other purposes. (Committee on Armed Services.)

H. R. 140, by Mr. O'Hara, Jan. 3.—A bill to authorize the appropriation of

From the President's Message to Congress, January 10, 1947 Excerpts Relative to Education

Education and General Research

"OUR generous provision for education under the veterans' program should not obscure the fact that the Federal Government has large responsibilities for the general improvement of educational opportunities throughout the country. Although the expenditure estimates for the coming fiscal year are limited to present programs, I have long been on record for basic legislation under which the Federal Government will supplement the resources of the States to assist them to equalize educational opportunities and achieve satisfactory educational standards.

"The relationship of the Federal Government to higher education also demands serious consideration. The veterans' readjustment program, which compelled a rapid emergency expansion of facilities to meet immediate needs, has focused attention on this fundamental problem. A Presidential commission on higher education is studying the matter because of its great importance to the future of the Nation. * * *

Senate Committee on Labor and Public Welfare

Robert A. Taft (Ohio), Chairman
George D. Aiken (Vt.)
Joseph H. Ball (Minn.)
H. Alexander Smith (N. J.)
Wayne Morse (Oreg.)
Forrest C. Donnell (Mo.)
William E. Jenner (Ind.)
Irving N. Ives (N. Y.)
Elbert D. Thomas (Utah)
James E. Murray (Mont.)
Claude Pepper (Fla.)
Allen J. Ellender (La.)
Lister Hill (Ala.)

House Committee on Education and Labor

Fred A. Hartley, Jr. (N. J.),
Chairman
Gerald W. Landis (Ind.)
Clare E. Hoffman (Mich.)

Edward O. McCowen (Ohio)
Max Schwabe (Mo.)
Samuel K. McConnell, Jr. (Pa.)
Ralph W. Gwinn (N. Y.)
Ellsworth P. Buck (N. Y.)
Walter E. Brehm (Ohio)
Wint Smith (Kans.)
Charles J. Kersten (Wis.)
George MacKinnon (Minn.)
Thomas L. Owens (Ill.)
Carroll D. Kearns (Pa.)
Richard N. Nixon (Calif.)
John Lesinski (Mich.)
Graham A. Barden (N. C.)
Augustine B. Kelly (Pa.)
O. C. Fisher (Tex.)
Adam C. Powell, Jr. (N. Y.)
John S. Wood (Ga.)
Ray J. Madden (Ind.)
Arthur G. Klein (N. Y.)
John F. Kennedy (Mass.)
Wingate Lucas (Tex.)

funds to assist the States and Territories in more adequately financing their system of public education, and in reducing the inequalities of educational opportunities through public elementary and public secondary schools. (Committee on Education and Labor.)

H. R. 145, by Mr. Scrivner, Jan. 3.—A bill to repeal limitations on payments of subsistence allowance to veterans in training programs, and for other pur-

poses. (Committee on Veterans' Affairs.)

H. R. 156, by Mr. Welch, Jan. 3.—A bill to authorize the appropriation of funds in order to assist in reducing the inequalities of educational opportunities in elementary and secondary schools. (Committee on Education and Labor.)

H. R. 161, by Mr. Allen of Louisiana, Jan. 6.—A bill to increase the subsist

ence allowances to veterans receiving education or training pursuant to the Servicemen's Readjustment Act of 1944. (Committee on Veterans' Affairs.)

H. R. 176, by Mr. Bartlett, Jan. 6.—A bill to amend section 2 of the act approved June 20, 1936, entitled "An act to extend the benefits of the Adams Act, the Purnell Act, and the Capper-Ketcham Act to the Territory of Alaska, and for other purposes." (Committee on Agriculture.)

H. R. 188, by Mr. Bartlett, Jan. 6.—A bill to extend the provisions of certain laws relating to vocational rehabilitation of persons disabled in industry to the Territory of Alaska. (Committee on Education and Labor.)

H. R. 220, by Mr. Buchanan, Jan. 6.—A bill to establish a United States Commission for the Promotion of Physical Fitness and making an appropriation for such Commission. (Committee on Education and Labor.)

H. R. 254, by Mr. Kelley, Jan. 3.—A bill to authorize the Director of the Office of Vocational Rehabilitation in the Federal Security Agency to encourage, foster, and assist in the development, establishment, and maintenance of special services and facilities for handicapped persons. (Committee on Education and Public Welfare.)

H. R. 484, by Mrs. Rogers of Massachusetts, Jan. 6.—A bill to extend the period of time during which veterans of World War II may participate in the education benefits provided by the Servicemen's Readjustment Act of 1944. (Committee on Veterans' Affairs.)

H. R. 508, by Mr. Snyder, Jan. 6.—A bill to create a Department of Peace. (Committee on Expenditures in the Executive Departments.)

H. R. 528, by Mr. Larcade, Jan. 6.—A bill to provide that persons who served in the Women's Army Auxiliary Corps shall have the benefits of the Servicemen's Readjustment Act of 1944, as amended. (Committee on Veterans' Affairs.)

H. R. 573, by Mr. Harris, Jan. 7.—A bill to create an executive department of the Government to be known as the Department of Health, Education, and Security. (Committee on Expenditures in the Executive Departments.)

H. R. 593, by Mr. Cravens, Jan. 7.—A bill to provide for local taxation of real estate owned by the United States. (Committee on Public Lands.)

H. R. 605, by Mr. Miller, Jan. 7.—A bill to establish a Department of National Health. (Committee on Expenditures in the Executive Departments.)

H. R. 668, by Mr. Johnson, Jan. 8.—A bill to authorize transfer without charge to the States and political subdivisions thereof, of any interest of the United States in public works acquired under the Act of Oct. 14, 1940. (Committee on Public Works.)

H. R. 741, by Mr. Rogers, Jan. 9.—A bill to provide that certain real property together with improvements thereon, acquired for military purposes, or for housing projects, national parks or monuments, shall not be exempt from taxation by the States and their political subdivisions. (Committee on Public Lands.)

H. R. 867, by Mr. Klein, Jan. 13.—A bill to amend Veterans Regulation No. 1 (a) to prevent certain payments by the Veterans' Administrator to any educational or training institution which consistently pursues a policy of discrimination, and for other purposes. (Committee on Veterans' Affairs.)

H. R. 876, by Mr. Domengeaux, Jan. 13.—A bill to make the educational benefits of the Servicemen's Readjustment Act of 1944 available to the children of persons who died in active service or who died as a result of wounds received in World War II. (Committee on Veterans' Affairs.)

H. R. 942, by Mr. Celler, Jan. 14.—A bill to promote the progress of science and the useful arts, to secure the national defense, to advance the national health and welfare, and for other purposes. (Committee on Interstate and Foreign Commerce.)

H. R. 947, by Mr. Cole of New York, Jan. 14.—A bill to provide for the promotion of moral, temperance, and character education; to provide for cooperation with the States in the promotion of such education; and to provide for cooperation with the States in preparation of teachers of moral, temperance, character, and good-citizenship subjects. (Committee on Education and Labor.)

H. R. 1050, by Mr. Miller, Jan. 16.—A bill to make the educational benefits of the Servicemen's Readjustment Act of 1944 available to widows of persons who died in service or as a result of service-incurred disabilities. (Committee on Veterans' Affairs.)

H. R. 1060, by Mr. Talle, Jan. 16.—A bill to exempt from taxes admission fees to activities of elementary and secondary schools. (Committee on Ways and Means.)

H. R. 1181, by Mr. Teague, Jan. 21.—A bill to extend college education to children or other beneficiaries of persons whose death results from service in the Armed Forces. (Committee on Veterans' Affairs.)

H. R. 1204, by Mr. Shafer, Jan. 21.—A bill to remove the ceiling placed on the amount which a veteran enrolled in an educational or on-the-job training program may receive from combined subsistence allowance and compensation for productive labor, and for other purposes. (Committee on Veterans' Affairs.)

H. R. 1263, by Mr. Ramey, Jan. 27.—A bill to provide for the establishment of a United States Foreign Service Academy. (Committee on Foreign Affairs.)

H. R. 1341, by Mr. Anderson of California, Jan. 27.—A bill to authorize the Secretary of the Navy to construct a postgraduate school at Monterey, Calif. (Committee on Armed Services.)

H. R. 1348, by Mr. Mundt, Jan. 27.—A bill to establish a Congressional Library Board to exercise and perform certain powers and duties with respect to the Library of Congress. (Committee on House Administration.)

H. R. 1360, by Mr. Andrews of New York, Jan. 27.—A bill relating to the Board of Visitors to the United States Naval Academy and postgraduate school. (Committee on Armed Services.)

H. R. 1385, by Mr. Phillips of Tennessee, Jan. 27.—A bill to extend the educational and loan benefits of the Servicemen's Readjustment Act of 1944 to certain widows of veterans. (Committee on Veterans' Affairs.)

H. R. 1386, by Mr. Buck, Jan. 27.—

A bill to provide that certain student loans under the Federal Security Agency Appropriation Act, 1943, shall be canceled. (Committee on Appropriations.)

H. R. 1445, by Mr. Keefe, Jan. 29.—A bill to provide relief from tax on income to be paid or permanently set aside or used exclusively for religious, charitable, or educational purposes. (Committee on Ways and Means.)

H. Res. 67, by Mr. Hand, Jan. 23.—To authorize the Committee on Ways and Means to make a thorough study of the relationship between the Federal Government and the States in all fields, with special reference to the field of taxation. (Committee on Rules.)

H. Res. 73, by Mr. Landis, Jan. 27.—A resolution urging an immediate international agreement to eliminate compulsory military service from the policies and practices of all nations. (Committee on Foreign Affairs.)

Guidance and Personnel Associations Meet

HENRI BONNET, French Ambassador to the United States, it was announced as this issue went to press, was scheduled to speak on the work of UNESCO at the first annual convention since 1942 of the Council of Guidance and Personnel Associations, meeting in Columbus, Ohio, March 28–31.

More than 1,500 guidance and personnel workers were expected. The three major participating organizations were: National Vocational Guidance Association, National Association of Deans of Women, and American College Personnel Association, each of which planned separate programs for the last three days of the convention.

A feature of the program planned by the National Vocational Guidance Association, during the succeeding three days, was a session devoted to contributions of government agencies to guidance and personnel programs.

The Occupational Information and Guidance Service of the U. S. Office of Education was represented at the convention by Harry A. Jager, chief of the service; Royce E. Brewster, Walter J. Greenleaf, and Clifford B. Froehlich.

LIBRARY SERVICES

Accredited Library Schools Announce Training Programs

The following accredited library schools have announced training programs for the summer session of 1947:

Atlanta University, School of Library Service, June 9–Aug. 9.

Catholic University of America, Department of Library Science, June 26–Aug. 9.

College of St. Catherine, Library School, June 16–July 25.

College of William and Mary, Department of Library Science, June 19–Aug. 22.

Columbia University, School of Library Service, July 7–Aug. 15.

Emory University, The Library School, June 14–Aug. 30.

George Peabody College for Teachers, Library School, June 9–Aug. 22.

Kansas State Teachers College (Emporia), Library School, June 2–July 30.

Louisiana State University, Library School, June 6–Aug. 9.

New York State College for Teachers (Albany), Department of Librarianship, June 30–Aug. 8.

Our Lady of the Lake College, Department of Library Science, June 9–July 18.

Simmons College, School of Library Science, June 23–Aug. 16.

Syracuse University, School of Library Science, July 7–Aug. 16.

Texas State College for Women, Department of Library Science, June 4–Aug. 28.

University of Chicago, Graduate Library School, June 24–Aug. 30.

University of Denver, College of Librarianship, June 16–Aug. 22.

University of Illinois, Library School, June 9–Aug. 2.

University of Kentucky, Department of Library Science, June 16–Aug. 30.

University of Michigan, Department of Library Science, June 23–Aug. 15.

University of Minnesota, Division of Library Instruction, June 16–Aug. 8.

University of North Carolina, School of Library Science, June 12–Aug. 29.

University of Southern California,

Graduate School of Library Science, June 23–Aug. 30.

University of Washington, School of Librarianship, June 23–Aug. 22.

University of Wisconsin, Library School, June 23–Aug. 15.

Western Reserve University, School of Library Science, June 23–Aug. 8.

Demonstration Bill

The recently published *Report of the Chairman of the Committee on Education and Labor, United States Senate, to the Members of the Committee* (Washington: U. S. Government Printing Office, 1946), summarizing action on legislation before the committee during the 79th Congress, reviews briefly the "Public Library Demonstration Bill" (S. 1920).

This bill proposed a program of Federal grants-in-aid to provide (a) demonstrations of adequate public library service to people unserved or inadequately served, and (b) means for studying methods of providing such service primarily in rural areas, and was reported favorably to the Senate by its Committee on Education and Labor as a measure "essential to the functioning of education in the United States." Its consideration by the Senate, however, was passed over during the closing days of the 79th Congress.

American Democratic Ideas Discussed

As a part of its adult education program, the Manhattan, Kans., Public Library has conducted, since last fall, a series of informal discussions on American democratic ideas, according to a recent issue of the *Kansas Library Bulletin*, an official publication of the Kansas Traveling Libraries Commission. The project has been cosponsored by the Institute of Citizenship, Kansas State College, whose directors have acted as discussion leaders for the group.

Each evening's "conversation" has been concerned with some contribution to the literature of American democratic thought, represented by such writers as John Locke, Adam Smith, Tom Paine, Alexander Hamilton,

Abraham Lincoln, as well as contemporaries. Participants in the study series have been expected to read on the topic assigned as a basis for worthwhile discussion. Membership in each group, according to the *Bulletin*, has been limited to 25 to afford an opportunity for all to enter the discussion.

Progress Summarized in Preliminary Report

Progress of North Carolina public libraries under the stimulus of 5 years of State aid has been summarized by the North Carolina Library Commission in its preliminary report for 1944-46.

As evidence of library development since 1941, the Commission reports that (1) the number of people in North Carolina with access to public libraries has tripled, (2) the number of volumes in public libraries has increased one-third, (3) the income of public libraries has more than doubled, and (4) the number of counties with county-wide library service has trebled.

The North Carolina Library Commission reports that the extension of county library service has resulted mainly from the appropriation by the State legislature of annual grants ranging from \$100,000 (1941) to \$175,000 (1945). The Library Commission Board has been authorized to make regulations for the allocation of State aid. Accordingly, each county in North Carolina has been offered the same grant on condition that the county commissioners appropriate funds and develop an acceptable plan for rural library service. The Commission has encouraged neighboring counties to form regional libraries for more adequate and economical book service.

Annual Conference Plans

The Educational Film Library Association plans to hold its annual conference on May 1-2, 1947, at Columbus, Ohio, concurrently with the 17th Annual Institute for Education by Radio, scheduled to meet on May 2-5, according to an announcement by the Association's conference committee.

The E. F. L. A. conference program is planned to include sessions on the distribution, use, production, and evaluation of educational films and other au-

dio-visual materials, with trade demonstrations of radio and audio-visual equipment. The program is designed especially for representatives of schools, colleges, libraries, museums, governmental agencies, producers and manufacturers interested in audio-visual education.

Public Library's Services Interpreted

Under the title, *The Power of Print*, the public library board of Newark, N. J., has published its 4-year report for the period 1942-45. Its series of printed annual reports cover the period, 1889-1941.

Departing from the format commonly associated with governmental reports, the Newark Public Library Board has produced a 2-color, letter-sized pamphlet featuring graphs and cartoons to support its statistics of book distribution and library finance. In its final form, *The Power of Print* is the work of public relations specialists employed by the library board to compile a report which would interpret to taxpayers as objectively as possible the public library's services to Newark.

Assembly Announced by Library of Congress

An Assembly of Librarians of the Americas, scheduled to open May 12, 1947, and to extend for a period of 8 weeks, has been announced by the Library of Congress. The Assembly, under the direction of Dr. Luther H. Evans, Librarian of Congress, has been planned as a part of the cultural relations program of the Department of State, in cooperation with the Governments of various Latin American Republics.

Invitations to attend the Assembly have been extended to leading Latin American librarians, and a number of librarians from the United States and Canada have been asked by the Librarian of Congress to participate in the program, to serve as consultants, and to assist on committees and projects.

The activities of the Assembly of Librarians of the Americas are planned to include 3 phases: (1) a 4-week conference in Washington, May 12-June 7; (2) a 3-week tour of libraries in the United States; and (3) attendance at

the annual conference of the American Library Association in San Francisco, June 29-July 5.

It is expected that the Assembly will provide an opportunity for librarians from Latin America to confer with their colleagues in North America regarding common library and bibliographical problems, to become acquainted with other library leaders in the New World, and to observe at first hand library service in the United States. The conference will afford to North American librarians, also, a means of contact with library leaders from Latin America for exchange of personnel and materials, and for consultation concerning Latin American problems confronting librarians in North America.

Library Newspaper Issued

Pupil assistants in Test Junior High School library, Richmond, Ind., are carrying on a special activity in the publication of a library newspaper called *The Book Parade* which is issued for Book Week and several other times during the school year.

The pupils have organized a staff consisting of editor-in-chief, art editor, reporters, and feature writers. They hold staff meetings to plan the articles for their paper which are mostly original writings. The paper features short reviews of new books, editorials, stories, poems, plays, quizzes, puzzles, and riddles. All of the material deals with either authors, books or libraries. One popular item that appears regularly is a hidden-titles story.

The art editor's responsibility is an original picture for use on the front page. This illustration emphasizes some phase of books and reading. The art department is consulted for advice and assistance.

The Book Parade is mimeographed in the school office. The pupils then assemble the pages and distribute free copies to pupils and teachers through the home rooms. Library fine money takes care of the cost of ink and paper.

The pupils enjoy the project as it affords an opportunity for creative expression and also provides an outlet for publicizing library materials and activities.

EDUCATORS' BULLETIN BOARD

New Books and Pamphlets

Problems of Deafness

Learning To Use Hearing Aids. Report of the Subcommittee of the Committee on Problems of Deafness of the National Research Council. By Arthur I. Gates and Rose E. Kushner. New York, Bureau of Publications, Teachers College, Columbia University, 1946. 77 p. Limited free distribution.

This study was undertaken to determine the factors influencing the decision of children to use or not to use individual hearing aids and the nature of the educational or guidance activities which are essential to enable the child to use the hearing aid most effectively. The report presents the findings and offers suggestions to aid manufacturers, parents, teachers, counselors, and others concerned with the hard-of-hearing child.

Intercultural Education

Promising Practices in Intergroup Education. Detroit, Board of Education, 1946. 46 p. (Publication 56A) 30 cents. (Address: Supply Department, 620 Jones, Detroit 26, Mich.)

Summarizes the practices reported for the year 1945-46 by 152 public schools in Detroit. Describes some of the activities conducted in the Detroit public schools that are aimed at building understanding and goodwill among the various groups in the city. Illustrates a variety of approaches and includes a brief evaluation of each of the fifteen types of classroom approaches described.

Educational Survey

A Study of Public Education in Hamilton, Ohio. By T. C. Holy and W. R. Flesher, With the Assistance of the Survey Staff. Columbus, Ohio, The Ohio State University, 1946. 226 p. (Ohio State University Studies. Bureau of Educational Research Monographs No. 30). \$1.50.

Reports a comprehensive study of public education in the city of Hamilton and presents recommendations dealing with practically every major phase of public education.

Vocational Education

The Concept of Vocational Education in the Thinking of the General Educator, 1845 to 1945. By Arthur Beverly Mays. Urbana, College of Education, University of Illinois, 1946.

107 p. (Bureau of Educational Research. Bulletin No. 62). 75 cents.

Traces the development of the concept of vocational education in the thinking of American educators during one hundred years.

Infantile Paralysis

Annual Report, 1946, The National Foundation for Infantile Paralysis. New York, National Foundation for Infantile Paralysis, Inc., 1946. 78 p.

Gives a picture of what the National Foundation is, what it does, how it works—all the year round.

Public Relations

Annual Reports; How to Plan and Write Them. By Beatrice K. Tolleris. New York, National Publicity Council, 1946. 39 p. \$1.00.

Considers the annual report an important tool in public relations and points out how to prepare an effective report. Discusses organizing your facts, getting acquainted with your audience, telling your story, tackling the problem of statistics, and planning the physical format.

Child Study

Children of the Cumberland. By Claudia Lewis. New York, Columbia University Press, 1946. 217 p. illus. \$2.75.

Attempts to analyze the differences in character, intelligence, and emotional stability, and the reasons for these differences, between the children of the Tennessee Mountain area and those of New York City, with whom the author worked as a nursery school teacher.

Education for the Air Age

Proceedings and Abstracts of Speeches, World Congress on Air Age Education. August 21-28, 1946, International House, New York City, New York 17, published by Air-Age Education Research (100 East 42d St.) 1946. 115 p. illus. \$1.00.

The World Congress, sponsored by Air-Age Education Research in cooperation with a number of educational institutions, considered the educational problems and opportunities created by the airplane. The Committee on Research recommended "a thoroughgoing integration of aviation facts, experiences, and relationships into educational machinery in appropriate form at every level."

Superior Children

The Education of Superior Children. Prepared by Laura K. Eads and Wil-

liam H. Bristow, Division of Curriculum Research. New York, Board of Education of the City of New York, 1946. 39 p. (Curriculum Division Bulletin No. 3.) Address: Board of Education of the City of New York, 110 Livingston St., Brooklyn 2, N. Y.

Discusses problems and issues involved in the education of superior children and draws upon research findings for their solution. Deals with (1) the identification of superior children and (2) characteristics and educational needs of superior children. Includes a bibliography of tests and reference materials.

Carnegie Corporation

Reports of Officers for the Fiscal Year Ended September 30, 1946, Carnegie Corporation of New York. New York, Carnegie Corporation of New York, 1946. 90 p.

Reviews the educational activities of the past year and indicates the type of projects likely to receive the support of the Foundation in the coming year.

Recent Theses

These recently received theses are on file in the Library of the U. S. Office of Education, where they are available for interlibrary loan.

Agricultural Education

Characteristics of College Curricula for the Education of Teachers of Vocational Agriculture, Based on Students' Transcripts. By Lyle J. Hayden. Doctor's, 1945. Cornell University. 114 p. ms.

Analyzes transcripts of 360 teachers who had qualified in 30 institutions to teach vocational agriculture. Finds wide variation between the colleges as to semester hours required and course content; no change in total requirements or total number of earned credits in 12 years.

Determining Potential Centers for Vocational Agricultural Departments in the Seven Eastern Panhandle Counties of West Virginia. By Malcolm C. Garr. Doctor's, 1941. Cornell University. 150 p. ms.

Studies data obtained from nonvocational agricultural as well as from vocational agricultural schools, and from seven county superintendents. Suggests that more vocational agricultural departments be opened in these counties.

(See page 19)

SECONDARY EDUCATION

Meeting of Advisory Committee on Secondary Education

The Advisory Committee on Secondary Education held its second meeting in Washington Jan. 13 and 14, 1947. All members were present. Following is the membership:

Bertie Backus, Principal, Alice Deal Junior High School, Washington, D. C.
Francis L. Bacon, Principal, Evanston Township High School and Junior College, Evanston, Ill.
Clarence E. Blume, Principal, Central High School, Minneapolis, Minn.
Roy L. Butterfield, Principal, Benjamin Franklin High School, Rochester, N. Y.
Frank W. Cyr, Teachers College, Columbia University, New York, N. Y.
Harl R. Douglass, University of Colorado, Boulder, Colo.
D. H. Eikenberry, Ohio State University, Columbus, Ohio.
Paul E. Elicker, Executive Secretary, National Association of Secondary School Principals, Washington, D. C.
Will French, Teachers College, Columbia University, New York, N. Y.
E. D. Grizzell, University of Pennsylvania, Philadelphia, Pa.
Earl Hutchinson, Director of Secondary Education, State Department of Education, Augusta, Maine.
Rev. M. J. McKeough, Department of Education, The Catholic University of America, Washington, D. C.
Lloyd N. Morrisett, University of California, Los Angeles, Calif.
Francis T. Spaulding, State Education Department, Albany, N. Y.

A feature of the meeting was a joint session with the members of a committee of the National Council of Chief State School Officers who were in Washington at this time for consideration of vocational education plans under the George-Barden Act. Thus there was afforded a good opportunity for discussion of the relationships of vocational education to secondary education in general. The members of the National Council Committee were:

Clyde A. Erwin, State Superintendent of Public Instruction, Raleigh, N. C.
Edgar Fuller, State Commissioner of Education, Concord, N. H.
Dean M. Schweickhard, State Commissioner of Education, St. Paul, Minn.
R. E. Cammack, State Director of Vocational Education, Montgomery, Ala.
John A. McCarthy, Assistant Commissioner

and State Supervisor of Vocational Education, Trenton, N. J.

John J. Seidel, Assistant State Superintendent for Vocational Education, Baltimore, Md.

Other major subjects under discussion at the meeting of the Advisory Committee on Secondary Education were guidance, the Prosser Resolution, prevention of juvenile delinquency, citizenship education, and programs of action. A report on the activities of the staff of the Division of Secondary Education following the first meeting of the Committee in May 1946 was given by Director Galen Jones.

It is expected that the third meeting of the Advisory Committee will take place May 19, 20, and 21.

Industrial Arts Instruction in Aviation

We often hear statements that this is the "air age" and that people are "air minded." These popular statements are meant to convey the thought that aviation is coming into the consciousness of all. There are definite reasons for this consciousness regarding aviation. Unlike methods of large-scale transportation previously developed, aviation is not confined to lines of travel over man-made roads and natural waterways. Under such conditions there was not opportunity for vehicles of transportation quickly to become a familiar sight to all. Many children in mountain regions and other sparsely-settled regions grew to adulthood without having seen a train, and many others remote from navigable waters never saw commercial watercraft.

All Children See Planes

Such is not the case with aviation. The fact that airplanes fly over mountains, lakes, deserts, and from one place to another regardless of the terrain under them provides an opportunity for practically all boys and girls to see and hear airplanes in flight. When children see planes operated by men rise and soar through the air seemingly in defiance of gravity, they are stimulated to think, to imagine, to long for something; in short, to have a "want,"

which is the motivating force for any change or modification in the individual.

Today small children play with toy airplanes with as much understanding as children ever did with trains and boats. As they grow older they become interested in paper cut-outs of planes, in assembling ready-made parts, and in constructing small, simple models. As they advance through the grades they show keen interest in the construction of models that include more detailed parts—flying models, scale models, and gliders, perhaps. These understandings bring them face to face with problems in science to condition the construction of flying models of planes and of gliders that will take the air. Under such conditions as here described the stage is set for a highly favorable learning-teaching situation on all educational levels in an important field of human experience. Because of these facts opportunities for suitable school experience in aviation as a part of handwork in the lower levels and of industrial arts work in the upper levels are demanded both by pupils and by those who plan the school program in accordance with principles of curriculum building.

Two Aviation Books for Schools

In line with this interest the New York State Education Department, Bureau of Industrial and Technical Education, Industrial Arts Office, through its junior aviation staff has prepared two publications under the direction of Industrial Arts Supervisors Roy G. Fales and Arthur F. Ahr. One of these is on the subject of *Junior Aviation for Beginners* and the other on *Junior Aviation Aerodynamics*. These two publications make an important contribution to the literature on aviation in the public schools.

Things for Beginners To Try

In the preface to *Junior Aviation for Beginners* it is stated that "the study of aviation begins in many ways; sometimes it comes through the observation of aircraft in action, sometimes it is stimulated by pictures, reading or discussion, or the construction and flying of small model airplanes. Children are quick to purchase paper, cardboard, or wooden model airplanes which come

in kit form or to assemble odd pieces of material into the form of an airplane. The age in which children are living induces them to think, study, read about, and observe the activities of the aviation industry and transportation lines. Teachers are recognizing the interest children have in aviation. Many are taking advantage of this interest and are including aviation activities in the regular classroom work in arithmetic, English, social studies, science, art and industrial arts."

The publication, composed of sections on "Aviation Activities for Little Folks," "Airplanes Made of Wood," "Airplanes That Fly," and "Group Activities in Aviation," is illustrated throughout with drawings, patterns, and photographs.

The publication is a thorough and painstaking piece of work that should help teachers to organize and develop desirable pupil experiences for beginning work in aviation.

How Airplanes Can Fly

The other publication is entitled *Jun-*

ior Aviation, Aerodynamics—Theory of Flight. In the preface to this publication it is said: "This bulletin is designed for the purpose of developing aerodynamics in industrial arts aviation courses. It includes material intended to explain the basic reasons for airplane design and flight. The scientific nature of aerodynamics and the practical work involved in the construction of projects for experimental work makes it especially adaptable to industrial arts courses."

This publication is an aid to industrial arts teachers in establishing a good aerodynamics center and in providing them with a carefully chosen number of experiments. It contains plans for an aerodynamics center, and detailed drawings supplemented with suggestions for constructing seventeen experimental devices and models, including a wind tunnel.

Two main sections are included in this monograph, one on "Projects" and the other on "Experiments, Demonstrations and Related Information Les-

sons." Under "Projects" are treated: Wind tunnel and balance; Smoke generators; Angle of attack protractors; Bernoulli's law demonstration devices; Lift and drag testing models; Solid airfoil model; Ribbed airfoil model; Air flow testing devices; Venturi tube demonstrator; Manometer tube airfoil model; Airspeed indicators; Slot, flap and spoiler airfoil model; Airplane axes demonstration model; Propeller demonstration model; Control surface demonstration model; Flight trainer.

In the second section are included among other topics such significant subjects as Forces and vectors, Physical characteristics of air, Impact pressure and lift, Airfoil camber and lift, How to plot airfoils, Air speed and its effect on lift, High lift devices, Coefficient of lift and drag, Thrust and the propeller, Stability, Loads and stresses, Controls and flight.

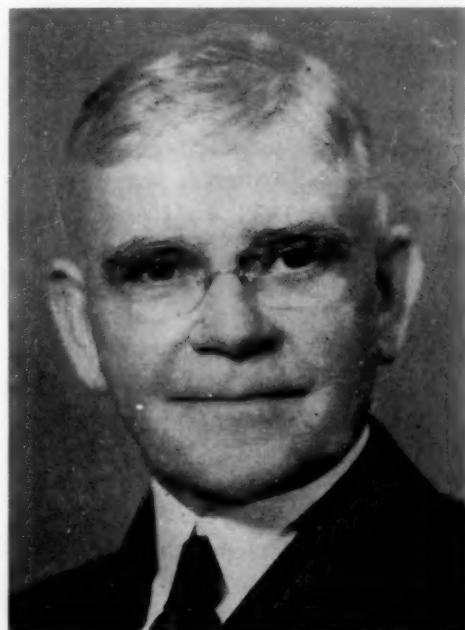
The publication is replete with illustrations, drawings, and simply stated information necessary for carrying out the projects and demonstrations.

MARIS M. PROFFITT RETIRES

With a record of more than two decades of service with the U. S. Office of Education, Maris M. Proffitt recently retired from his position as assistant director of the Division of Secondary Education.

Shortly after his retirement, Dr. Proffitt was invited by Dr. George F. Zook, president of the American Council on Education, to explore the recency and adequacy of the information now available to American students concerning university education abroad. With the growing interest in student and faculty exchanges, and with the widening horizons of the political, social, and economic outlook of American scholarship, this field of investigation should bring valuable results.

Along with other leaders in industrial education, Dr. Proffitt was instrumental, through his work in the Office of Education, in developing the theories now generally accepted concerning the place of industrial arts in the schools of America. His far-reaching contributions along these lines were based upon familiarity with the underlying con-



Dr. Proffitt

cepts of both vocational training and general education and wide experience in schools covering vocational and industrial arts as well as the usual academic subjects.

One of Dr. Proffitt's bulletins, *Industrial Arts—Its Interpretation in American Schools* (U. S. Office of Education Bulletin 1937, No. 34), has had many

editions during the 10 years since its first distribution. He has been the author of a number of other Office of Education publications and articles.

Dr. Proffitt came to the Office of Education in 1925, as specialist in industrial education. Then he was appointed successively as educational consultant in 1931, chief of the Instructional Division in 1944, and acting director, then assistant director, in 1945, of the newly-established Division of Secondary Education.

Dr. Proffitt received his early experience in Indiana, where he was born and reared, and where he began his professional career as teacher and principal in the high schools. Subsequently, he served in the David Ranken Jr. School of Mechanical Trades, St. Louis, and the Dunwoody Industrial Institute, Minneapolis. For six years beginning in 1919, he served first as professor of psychology and industrial education at the University of Maryland, and then as State supervisor of industrial education. Dr. Proffitt holds a Ph.B. degree from Franklin College, an M. A. from the University of Chicago, and the Ph. D. from American University.

INTERNATIONAL EDUCATIONAL RELATIONS

Training Program for Teachers of English From the Other American Republics

by Thomas E. Cotner, Educationist,
International Educational
Relations Division

As in previous years, the U. S. Office of Education, in cooperation with the Department of State, is again planning to offer several teacher-training grants to selected teachers of English in certain of the other American Republics.

For 1947, 23 teachers of English on the secondary school level will be invited to come to the United States for special training in the teaching of English as a foreign language from the following countries and in the following numbers:

City by Country	Number of awards
Brazil:	
Bahia	1
Minas Geraes	1
Porto Alegre	1
Rio de Janeiro	1
São Paulo	1
Bolivia: La Paz	2
Chile: Santiago	1
Colombia:	
Bogotá	1
Medellín	1
Ecuador: Quito	1
Haiti:	
Port-au-Prince	2
Cap-Haitien	1
Honduras: Tegucigalpa	2
Nicaragua: Managua	1
Panama: Panama	2
Paraguay: Asunción	1
Peru: Lima	2
Uruguay: Montevideo	1
Total	23

The exact method of making the selection of these candidates is left to the discretion of the various missions and embassies. Final selection and approval of successful candidates are made by the U. S. Office of Education.

In selecting the visiting teachers of English from the other American Republics, the Selection Committees are requested to give careful consideration to these desirable qualifications:

(1) That these teachers be full-time, experienced teachers of English whose principal, professional interest is in the field of education.

(2) That they be truly representative of the best citizenship of their country and feel a responsibility for interpreting their country and people, their life and customs to United States' students and teachers.

(3) That they plan to return to a teaching position in their country, in which they will work toward the improvement of the teaching of English and the broadening of their people's knowledge of the United States.

(4) That they possess not only a pleasing personality and appearance but also an interest in improving instruction in Spanish, Portuguese, or French, as the case may be, in this country.

(5) That they be not already familiar with the United States through previous residence or study here.

(6) That they be between 21 and 40 years of age and, if married, that they travel without members of their family, which would permit them to give undivided attention to the activities of the program.

These grants provide both travel and a limited maintenance allowance for those selected. The allowance includes round-trip transportation by air from the teacher's home to the port of entry in the United States. Transportation is also provided from the port of entry to Washington, D. C., and to such places as may be designated within the United States, to be visited in connection with this training program. In addition to travel, a monthly maintenance allowance of one hundred and eighty dollars per month is granted. While in actual travel status, an additional per diem of six dollars is allowed. All such travel, of course, is subject to the Standardized Government Travel Regulations of the United States.

The fellowships extend for a period of 3 months. Twenty-three teachers from the several American Republics arrived March 1. They were divided into two groups. One group proceeded to the University of Pennsylvania for 6 weeks of intensive study in English, with special lectures on significant aspects of our history, culture and civilization. The other group is attending Indiana University for similar

work. Last year the facilities and staff of the University of Texas and the University of Florida were utilized with excellent results. Both the universities concerned and the teachers expressed satisfaction with the success of the program..

After completing the period of intensive study, the teachers will be sent to different high schools and colleges in various parts of the United States which have indicated an interest in Latin American studies and a desire to receive a visiting teacher from one of our neighboring Republics. Host-teachers are selected to assist these visitors in many ways. In the schools, the visiting teachers assist our teachers of Spanish, Portuguese or French as the case may be. They also visit classes in English, history, music, art, manual arts and other fields in which they may be interested, for the purpose of observing our teaching procedures and methods. These teachers usually bring such items as pictures, recordings, music, stamp collections, small flags, poetry, coin samples, native costumes and similar materials which can be useful in making speeches, in teaching and in giving a more meaningful interpretation of the life and customs of their countries. In the past, the guests have often been called upon to speak before various civic clubs, in school assemblies and even on local radio programs.

Some of the comments made by last year's visiting teachers about their work and experiences may be of interest. In a report made by Mr. Rafael Herrera Fernández of Venezuela, he said: "The second half of our work, that part dedicated to the teaching of Spanish and Latin American culture, was of great personal profit to me. During my stay in Union, N. J., I was able to observe at close range how the teaching and learning processes work when our own language is the subject of study. I was both surprised and pleased to see how well most of the pupils in the Spanish sections understood my own type of speech from the first day. Perhaps the only adjustment I made in my diction was that of speed, and this only

in the beginning . . . The pupil's interest in matters pertaining to Latin America is unlimited. This is true, not only of the high school students, but also of those in the six or seven grammar schools I visited in Union Township."

Mrs. Palmira Vásquez de Areco from Uruguay observed that "our teachers in Montevideo are trying hard to do their best." "I found the teachers here trying to do their very best for the young people under their care. This common aim brings us together."

Mrs. Haydee de López Arias from Argentina remarked that: "In the Utica Free Academy, containing four years of high school and about two thousand five hundred students, I visited English, history, music, and Spanish classes. I spoke to the boys and girls in the classrooms and in assembly. I found the students very interested in South America and I answered many questions relating to my country, especially in regard to education, activities and ambitions of the young people of their age. Many expressed a desire to correspond with the students in Buenos Aires. The management and speed of the letters were arranged by my husband who has been cooperating all the time in this work of better understanding between the two countries."

Speaking about the language barrier, Mr. Albert Hernán Garnier of Costa Rica stated: "Languages must not be a barrier to keep people from knowing more of their neighbors and friends. Languages are easily acquired to be able to understand other people, and understanding is knowing, and let me say it again, the better you know people the better you like them. It is up to us, the teachers of English in Latin America, and the teachers of Spanish in the United States to promote this feeling of plain good will between the people of Latin America and the people of the United States."

In relation to the work of the group sent to the University of Texas for the first 6 weeks of study, Mr. Norberto Hernández Ortega of Mexico said: "From the scientific standpoint, I wish to state that our course at the University of Texas was very beneficial to us, as we learned new things and got acquainted with the advancement that science has made. In regard to the

course in spoken English, I declare it was simply wonderful. In this course, I learned something very useful: The International Association Phonetic Alphabet. This is a great help in transcribing the real phonetics of the words of any language without resorting to diacritical signs which are not always accurate. We had intensive drilling in pronunciation and in phonetic transcription which will enable me to make my lessons in Mexico City very interesting."

Miss Amanda Eslaimen from Cuba was one of the group which attended the University of Florida. Speaking of her work there, she observed: "The courses offered us, I consider most important. Though I thought they were wonderful from the first, I fully realized their importance later on when I could now and again recall all the things we had heard and learned from our teachers. This helped us to understand better the people we were coming in contact with and to be better fitted to live in and adapt ourselves to our new environment. Our course in literature bringing forth the characteristics of the American people as illustrated in their literary works was, in my estimation, fundamental in our training. The lecturers we heard on American folklore, history, music and art held our constant interest and admiration."

From these brief comments, some insight into the two-way aspect of this teacher-training program has no doubt been gained. We are teaching and training; we are studying and learning together. This is education for peace.

University of London to Hold Summer School

A Holiday Course in English for Foreign Students will be held by the University of London from July 18 to August 15. Students will be divided into two groups, Group I and Group II. Group II will be of special interest to American students.

The five lectures each week in this group will form a connected series as follows: First week—The Dominions and India: Canada by a Canadian; Australia by an Australian; New Zealand by a New Zealander; South Africa

by a South African; India by an Indian. Second week—English Sports and Games. Third week—Great Britain and Ireland. Fourth week—Shakespeare, three lectures; and the Novel, two lectures.

Students may attend for the whole four weeks or just the first two or last two weeks. Since only a limited number of students can be accommodated, preference will be given to those wishing to attend the full four-week course, it is announced.

Inquiries should be sent to: Holiday Course, Department of Extra-Mural Studies, University of London, Imperial Institute Road, South Kensington, London, S. W. 7, England.

Correspondence With German or Austrian Youth

Students, teachers, adults who are interested in writing to German or Austrian students are urged to write the Division of International Educational Relations, U. S. Office of Education, for names and addresses. Age and particular interests should be stated in order that a congenial pen pal may be found. The correspondence may be carried on in English or in German.

Bulletin Board—Theses

(From page 15)

Factors of Parental Assistance and Cooperation Affecting the Establishment of Sons in Farming and Other Occupations. By Erwin R. Draheim. Doctor's, 1941. Cornell University. 211 p. ms.

Seeks to discover the extent to which a group of young men, who have had four years' training in vocational agriculture in high school, have become established in farming or other occupations 10 years after completion of the four-year training program.

Interpretative Science in Teaching Vocational Agriculture. By Ernest F. Hubbard. Master's, 1944. North Carolina State College. 40 p.

Assembles and organizes scientific information designed to explain and interpret farm practices and phenomena which may be observed on a farm. Develops a representative instructional unit to illustrate the use of interpretative science in teaching vocational agriculture.

PARENT EDUCATION THROUGH CHILDREN'S PLAY GROUPS

THE PLAY group as a method in parent education offers parents the opportunity of studying young children in a play situation under the direction of trained leaders. Reports of this aspect of the parent education programs in the Seattle, Berkeley, and Denver public schools are included in the following summary as representative of the way in which a guided observation and parent participation plan using play groups may be organized. In presenting these programs the Specialist in Parent Education, Hazel F. Gabbard, seeks to direct attention to the value of play groups as a learning experience for both parents and children, meriting special consideration in extension of the school's service to parents.

"IF WE could only see the theories of bringing up children put into practice!" says a mother of a 3-year-old. "It's one thing for a parent to know what he should do when Johnny misbehaves, but it is quite another matter to do it." This mother voices the feeling of many bewildered parents who are searching for answers to their questions in the current literature on child development or attending discussion groups organized as a part of the school's parent-education program. It isn't enough to talk and read about children under the guidance of a specialist in this field. As learners, they seek actual practice in the art of applying their knowledge at home to become successful parents.

To discharge their responsibilities as teachers in the home, parents should have more than the usual reading or discussion course. They need to observe children, to become acquainted with other children than their own, to understand how they differ, to get a perspective on the gradual and sharp spurts of growth, to learn to enjoy their children, and to understand what determines their behavior. Some parent-education leaders have learned to take their cues from parents, developing the program of offerings along the avenues where parents indicate they need help. A plan which

has been developed by a number of parent-education programs with considerable success combines a children's play group with a discussion group for parents. Where it has been tried mothers and fathers are eager to avail themselves of the opportunity afforded both to them and to their children. The plan has value in that it meets two basic requirements of learning. First it helps parents formulate a philosophy concerning human relationships and family living. Secondly, it provides practical everyday behavior situations in which to test their philosophy and to translate it into action.

Principles of Child Development Demonstrated

The play group as a center for children does not differ markedly from a nursery school. Children have an experience in group living under the guidance of a trained leader. The group usually meets one morning or several a week. The plan has possibilities for reaching many parents who desire a nursery school for their children but who are unable to secure one with the limited number of good schools now operating. From the parents' point of view, the play group, with the discussion group for them, is geared to their special needs. It affords ample opportunity to see the principles of child development demonstrated, and parents, in addition, have a chance to participate in the role of assistants to the teacher. Until nursery schools are more extensively developed throughout the country, this type of service for parents and children suggests a solution to the problem many schools now face as to how meet the increasing demand from parents of children under six for more educational opportunities.

There is a challenge to schools to make available a broad functional program that is parent-centered and in which parents' problems are studied. Several parent-education specialists in city-school systems have made fine con-

tributions in demonstrating new approaches in work with parents. Three descriptive reports on the programs in public schools developed for guided observation and participation of parents in a play group with a discussion group as a follow-up device to clarify thinking and improve practice suggest the possibilities of this plan of parent education work.

Seattle Public Schools Cooperative Play Groups and Family Life Education

The development of cooperative play groups is considered by the parent-education consultant as the most outstanding and unique contribution of Seattle's Family Life Education program. "One of the main goals of the program has been to spread insights and understandings that would strengthen and enrich family living in Seattle's homes and insure the wholesome personality development of its children." This objective has been accomplished largely through the cooperative play-group movement which has been of fourfold value, providing wholesome educational experiences for preschool children; vital educational experiences for parents; improved home-school relations; and community orientation to child needs.¹

"Cooperative play groups organized and directed by parents for their own children under the guidance of specialists in child development are of unique and concentrated value both to the children and to the parents. Since good nursery schools are still not available to most families, it is only by cooperating with other parents that satisfactory group education can be provided."

The Seattle plan of cooperative play groups under the program of Family Life Education is as follows:² "A basic course called Guiding Children's Play is provided by the Seattle Board of Education. A group of 15 to 20 mothers of children between 2 and 5 years old select one of their number

¹ Report of Seattle Family Life Education Program, 1945-46.

² Parent Growth Through Cooperative Play Groups. Katherine W. Taylor. In *Marriage and Family Living*, Vol. 8, No. 3, 1946, pp. 61-63.

who holds a certificate from this parents' training course to serve as *supervisor of children* on duty mornings, from 9 to 12 o'clock for 5 days a week. The supervisor receives a salary of \$40 to \$60 a month. Each of the other mothers spend one morning each week assisting with the children so that there is an average of 3 mothers present each day. Another certificated mother serves as *supervisor of mothers* and inducts the other mothers according to a carefully worked out mother-education plan before they start their service. All the mothers, and often a large proportion of fathers, meet together once a month to discuss their work. Groups are continually supervised by the Consultant in Family Life Education and her assistant whose salaries are paid by the Board of Education. Other than this the whole cost of operation is met by the mothers themselves.

"It should be emphasized, however, that professional leadership is essential for giving the vision of what can be accomplished and providing the needed understanding and procedures through courses, supervision, and continued in-service training. It would be ideal to have one professional worker for every 10 cooperative play groups, but probably not more, lest the mothers be robbed of the growth which comes from taking full responsibility and working things out on their own yet with the security of knowing that they can call on professional help when needed. It should be emphasized, however, that a basic essential in any professional working in a cooperative program is a genuine faith in the capacity of mothers to learn on the job, and to grow through the process of guiding their children wisely.

"That the play group plan is meeting vital needs in the lives of both children and parents is indicated by the fact that the number has increased from one in 1941 to 34 in 1946 with 10 more ready to start as soon as adequate space can be found. They meet in unused schoolrooms when these are available, in churches, fieldhouses, and recreation rooms of private homes. In Issaquah, a small town near Seattle, one meets in the city council chamber! Each of Seattle's nine school districts is being

served by one or more at the present time with some 1,500 young mothers participating during that period."

A few written evaluations of the mothers indicate what some of the values are:

One mother writes, "Before starting in the play group I took the course on Guiding Children's Play—attending the lectures, reading the books, and making a personality study of a 3-year-old child—writing down everything he did and said at certain times over a period of 12 weeks. Then we were given guidance in analyzing and interpreting this raw material. Doing that work was an experience I shall never forget. By studying and interpreting the play and words of that small 3-year-old child, a new world was revealed to me—the dynamic inner-workings of human beings. By studying the child I learned more of myself and my husband and our relationship."

Another mother reports, "The Co-operative Play Group is a wonderful workshop to overcome prejudice. One sees all types of behavior and has a chance to learn how to work out conflicts. The mother grows in understanding the different stages of the child's growth. Therefore, she becomes more confident in rearing her own family."

A third mother tells what it has meant to her: "I believe one of the most important things the group has done for me is to make me feel more worth while both as a mother and a person. My husband notices the difference and says I am a more enjoyable companion because of this absorbing outside interest. It is one of the most exciting and vital projects I have ever encountered. Really to cooperate with 14 other women and to see the tangible results as the children grow and learn is a most stimulating and satisfying experience.

"Monthly meetings have become vivid educational experiences with a large proportion of fathers attending. Discussions are based on incidents from the group experience bringing out basic principles . . . As the fathers become more interested they often take active interest in making equipment and play apparatus and meeting a variety of needs ingeniously.

"The basic training course has been repeated seven times with over 200 en-

rolled each time. Always a number of fathers have attended too, though the majority were needed to care for the children at home. Last fall the mothers requested that the course be repeated for fathers on another night. Fifty came regularly, not so much as a duty but with real eagerness to prepare themselves for participating more fully in creative enterprises at home and in the play groups.

"Another significant development which grew from the suggestions of the mothers themselves has been the Co-operative Play Group Council where supervisors and three representatives from each group come together each month to share experiences, procedures, and insights. There are subgroup discussions on a variety of topics with reports to the whole group which reveal sound and advanced thinking on child growth and behavior problems.

"As the parent-education supervisors visit the groups which now honeycomb the whole of Seattle they feel, among parents and children, the hum of released energy and creativity with an undertone of serenity and enjoyment . . . In these little groups there is being born a new community with mutual appreciation, genuine cooperation, and the wholesome growth of human beings at the apex of all values."

Berkeley Public Schools Parent-Nursery-School Program

"The parent-nursery-school program in Berkeley started in September 1940 as an outgrowth of various factors:

(a) An analysis of the parent-education program of the city in terms of needs and interests.

(b) The desire of the Parent-Teacher Association to see a laboratory education program for young children established.

(c) The active interest of a group of townspeople who studied family life programs in other cities with the thought in mind of requesting a new type of program in this field.

(d) The encouragement of the adult division of the State Department of Education."

Berkeley had been one of four cities in California which in 1926 had organized parent-education groups. Records

were available, therefore, over a considerable time for study. Reviewing these records and through conversations with parents it was ascertained that many of them wanted help before their children were of school age—help in the various problems of everyday living, involving better understanding of their own needs as adults, the principles of child growth and development and the application of this knowledge to home practices. These parents believed their needs could best be met by a laboratory type of program in which the parents themselves might learn how to work more effectively with young children.

On the basis of these findings the Berkeley Board of Education approved first one parent-nursery-school center. Since then, one unit has been extended to include a double session with a morning and afternoon program, and two additional centers have been opened. The program is now an integral part of the school's organization and has a coordinator to supervise the centers and relate them to the general school program.

It became evident in working with parent groups that "to meet the usual needs of the young mother, a parent-nursery-school center which *both parent and child* may attend and 'learn by doing' is one excellent educational approach. In such a set up, the child has the advantage a few hours each day in being with children who have lived about the same length of time, have had the same kind of experiences that he has. The center provides an environment in which sharing, taking turns, and accepting responsibility for one's behavior at the child's level are accepted and expected behavior. At the same time the mother has a chance to reinforce her own aims by seeing her child in a more objective environment than the home can be. It also provides an opportunity for her to gain experience in working with children by actually observing and participating with them in small group activities under the supervision of a trained leader."

"Parent nursery schools are set up as a single unit enrolling up to 35 mothers in each center. This allows a group of seven mothers in each of the five weekly nursery-school sessions and an average attendance of children hovering about 25."

The centers are housed in two residential buildings well suited to the programs. It has been found advantageous to have home-sized rooms and yards that can be converted to small areas for supervision as these suggest to mothers ways to adapt the program to home usage.

Mothers enroll themselves for 6 hours a week in the center program. During the orientation period mothers and children spend short periods together on their first days at the center. Gradually periods are lengthened as child and mother adjust to the plan at the center. Mothers are given preferences as to day of participation and are then expected to be present on their day or send a substitute. Mothers are first given an opportunity to observe the various phases of the program and then gradually inducted into active participation according to individual interests and abilities.

Assignments are quite specific at first, such as supervising a double painting easel or the rocking boat. As a mother's background of information about young children's play widens and she gains confidence in guiding a small group, more difficult responsibilities are given. A record is kept of the mother's assignments so that each week her participation periods lead on to new learning and are interspersed with directed observations. A work folder in which weekly assignments are filed, is made up for each mother. At first her interest naturally centers on her child in the group but gradually this is widened to other children and the observations are so directed. At the end of the semester a mother prepares a summary of a child's record which gives opportunity to look back over a 4-5-month period to see gains actually made. The 3-hour evening group meetings bring together the entire group of enrolled mothers for presentation of various phases of family life and discussions of adaptations of nursery school procedure to home practice.

Leadership is of great importance in this type of program as in all other school programs. A parent-nursery-school center teacher must have training and experience in working with both adults and children. She must also have a background in such subjects as the biological sciences, psychology, genetics,

education, home economics, and be able to draw upon the research findings from these fields.

Certainly one of the big avenues for development in the postwar period will be a broader teacher training program so that all teachers may be effective in their teaching of children and parents.

One of the significant contributions of the Berkeley parent-nursery-school centers is that this program as developed is not child-centered or adult-centered, but is a family-school-community program.

Denver Public Schools Parent and Preschool Education

Under the slogan, "We go to school together," the parent-education and preschool program of the Denver public schools promotes the interest of parents in coming to school to learn with their children. The program consists of two parts, namely, parent discussion groups, and play groups for children 2 to 5 years of age inclusive. Though the original plan was for parents with children under school age, the parent-education staff found it necessary to branch out, and three study groups for mothers of kindergarten children were organized during the past year. Following this expansion of the program has come the request that study groups for mothers of children in the intermediate grades be formed. It is planned to meet this demand for service from mothers of older children as soon as staff and facilities can be secured. In each school where a preschool center and parent study group has been established, the work is carried on in close cooperation with the principal and all matters pertaining to organization and management of the group are cleared with him.

Meetings are scheduled twice a month during the school year in each elementary school building where a room is provided for both the play group and parents' discussion group. A regular enrollment of between 20-35 children and their mothers is maintained. Children and parents who cannot be admitted are placed on a waiting list until a sufficient number have applied to start a new group.

The children's group is used as an observation center not only for parents but also for junior and senior high

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school students who are interested in learning how to work with small children. Thus serving a dual purpose, the children's center offers experiences in which parents and students may: Watch children cooperating in group activities; study the growth and development of children; see methods and techniques used by trained teachers in guiding children; observe children in a center planned to specifically meet children's needs.

Each parents' group plans its meetings around the needs and interests of the group. A discussion leader who has taken the lay leadership training courses is assigned to each group. The parents also choose a chairman to assist the lay leader and the teacher of the children's group, to work out routine matters and to do the planning involved in the conduct of the groups. Each parent is given an opportunity to observe and participate in the children's group. Other parents take responsibilities as secretary for the group to handle the attendance reports and any notes on meetings desired by the group; as librarian to keep record of and circulate books, magazines, and other reading materials; as equipment chairman to see that equipment in the children's room is in good condition; and as PTA representative, to inform the parents of the PTA activities and to report on the parents' group to the PTA.

Materials for study and reference are made available to the parents' groups from a number of sources. The Denver Public Library assists the leaders with material pertinent to each discussion. Books are also available from the professional library of the schools; and in the central parent-education office, folders of mimeographed material including discussion outlines, bibliographies, and quotations from different authors on specific subjects are a resource for the teachers and discussion leaders. Parents in the groups are encouraged to develop new resource materials for the program.

The vitality of the parent program in Denver gives promise of further growth and expansion as it serves the purpose for which it was established—to help parents and other adults concerned with children become more effective in their relationships.

THE FOLLOWING classified bibliography on school plants has been selected from three educational periodicals from January 1941 through September 1946. These articles represent some of the best recent thinking in this important field of education. For the sake of brevity, initials are used preceding the dates to indicate the publication: SBJ for The American School Board Journal, NS for The Nation's Schools, and SE for The School Executive. The July 1946 issue of SCHOOL LIFE carried a school plant bibliography selected from three architectural periodicals. The articles were selected and classified by Ray L. Hamon, Chief, School Housing Section.

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Seeing in the Schoolhouse, William G. Darley, SBJ, Aug. and Sept. 1945.

Better Lighting for Better Teaching, NS, Nov. 1945.

New Light on School Lighting, R. L. Bieseke, Jr., SBJ, July 1946.

Lunchrooms

Furnishing Comfort in the Cafeteria, Mary DeGarmo Bryan, NS, July 1942.

Equipping the Cafeteria, Mary DeGarmo Bryan, SE, March 1944.

So You're Planning a Cafeteria, Mary DeGarmo Bryan, SE, Oct. 1944.

Planning the Lunch Kitchen in a Small School, Marian C. Behr, SBJ, Feb. 1945.

Recommendations for Lunchrooms, Rosalie S. Godfrey and Gladys Short, NS, Jan. 1946.

Materials and Construction

Michigan City Builds for Permanence, M. L. Knapp, SBJ, June 1942.

New Type of Roof Construction, Earl Minderman, NS, Aug. 1942.

The Question of Acoustics, James F. Brown, NS, Aug. 1942.

Building Schools for Safety, NS, Oct. 1942.

The Plastics Are Coming, Jane O'Connor, NS, Nov. 1942.

Planning School Buildings to Eliminate Hazards in New and Old, H. W. Schmidt, SBJ, Jan. 1943.

Plastic Floor or Roof, John J. Widmayer, NS, Feb. 1943.

When Plans Call for Plywood, John L. Reid, NS, June 1943.

Plastics for the School Building of the Future, O. A. Battista, SBJ, Aug. 1943.

Insulation Pays for Itself, R. L. James, SE, Dec. 1943.

The Truth About Postwar Materials, John E. Nichols, NS, April 1944.

School Building Materials: Their Availability for Present and Postwar Construction, G. L. Palmer, SBJ, June 1944.

New Concepts in Reinforced Concrete School Design, Lester S. LaPierre, SBJ, July 1944.

Concrete—Its Uses and Behavior, Fred N. Severud, NS, Aug. 1944.

Adobe Has Its Place, Too, Charles A. Poplin, NS, Sept. 1944.

Materials Preferred for Room Back-grounds, J. W. Cannon, Jr., NS, Sept. 1944.

What of Chalkboards, Lockers, Interior Trim in Postwar Schools? J. W. Cannon, Jr., NS, Nov. 1944.

Glass in Modern Planning, Thomas H. Creighton, NS, Jan. 1945.

Reinforced Brick Masonry: Its Value in School Building Construction, Harry C. Plummer, SBJ, Jan. 1945.

Semipermanent Schoolhouses in Seattle, Ira C. Miller, SBJ, Jan. 1945.

Plywood for Schools, F. D. Mosher, SBJ, April 1945.

Vancouver Meets War Needs for Postwar Years, Z. B. Katterle, SBJ, July 1945.

A Look at the New Materials, Alma H. Vallin, NS, Oct. 1945.

Concrete: For Lines, Shapes and Shadows, Willard J. Graff, NS, Nov. 1945.

Prefabricated School Buildings: An English View, SBJ, Jan. 1946.

Quieting Built-In Confusion, J. E. Windrow, NS, Feb. 1946.

Postwar School Building Construction Trends, H. W. Schmidt, SBJ, Feb. and March 1946.

Simplicity of Construction With Cinder Block, George Schulz, NS, April 1946.

Steel in School Buildings, T. R. Higgins, NS, May 1946.

Planning Building Programs

Continuous Building Survey of the Chicago High Schools, John W. Bell, SBJ, Jan. 1941.

Meeting School-Building Needs, L. J. Hauser, SBJ, Jan. 1941.

School-Plant Surveys, H. W. Schmidt, SBJ, Jan. 1941.

School-Building Program in a Growing City, F. W. Douma, SBJ, Jan. 1942.

Building Schools in a "Boom Town," Osgood Hilton, NS, June 1942.

Planning Comes Now, Ray L. Hamon, NS, Aug. 1942.

Plan Before You Build, N. L. Engelhardt, SE, Sept. 1942.

Plan Now for Tomorrow's Rural Schools, M. L. Cushman, SE, Sept. 1942.

Preparation for Postwar Building

Program, N. E. Viles, SBJ, Jan. 1943.

In New York City It's Plans and Specs NOW! John E. Wade, SE, Feb. 1943.

Planning Now for Postwar Buildings, A. A. Hanson, SBJ, March 1943.

Blighted Areas Can Become Model Communities After the War, Homer Hoyt, NS, Sept. 1943.

Should the School of Tomorrow Be Planned Today? W. J. Slavin, SBJ, Nov. 1943.

Minnesota Plans for Postwar School Buildings, SBJ, Dec. 1943.

Steps in a Postwar Building Campaign, William F. Kimes, SBJ, Dec. 1943.

New York City Plans for Postwar Schools, SBJ, Jan. 1944.

Postwar School Planning, Daniel P. Higgins, SBJ, Jan. 1944.

Summary of Demands for Increased School-Building Facilities, H. L. Smith, SBJ, Jan. 1944.

Pasadena Plans for the Postwar Period, W. L. Bair and John A. Sexton, SE, May 1944.

Postwar Plans for Portland Schools, J. W. Edwards, SBJ, Aug. 1944.

Plant Planning for a City School System, Swanson and Hosler, SBJ, Dec. 1944.

School Progress Through Plant Betterment, Harry Bruce, SBJ, Dec. 1944.

Kansas City Postwar Planning, N. W. Downes, SBJ, Jan. 1945.

Billions Needed for Postwar Schools, Ray L. Hamon, NS, March 1945.

Interpreting the Postwar Plant Program, Harold C. Hunt, NS, March 1945.

Planning the Postwar Plant Program, Chester F. Miller, NS, March 1945.

Steps in Community Planning for a School Building, Flesher and Holy, SE, March 1945.

Importance of Objectives in Postwar Programs, N. C. Kearney, SBJ, April 1945.

Berkeley Schools Plan for Postwar Needs, Mrs. I. E. Porter, SBJ, May 1945.

Explaining Building Needs to the Public Graphically, L. R. Canfield, SBJ, Aug. 1945.

Looking Ahead to Postwar School-Building Needs, Z. L. Foy, SBJ, Sept. 1945.

Burbank Schools Begin Postwar Building, J. R. Croad, SBJ, Dec. 1945.

Birmingham Plans Postwar Building Program, SBJ, Jan. 1946.

Study of Postwar School-Building Programs, H. W. Schmidt, SBJ, Jan. 1946.

School Survey of a Western College City, W. W. Durham, SBJ, April 1946.

Building Program Waits Green Light, Joseph P. Ronan, SE, May 1946.

Ninety-Five New School Buildings for New York City, D. P. Higgins, SBJ, May 1946.

Remodeling and Maintenance

Should the Old Schoolhouse Be Remodeled? W. H. Kilham, SBJ, Jan. 1941.

Standards of School-Building Construction as Affecting Maintenance, R. V. Long, SBJ, Jan. 1941.

Houston Improves Traditional Schoolroom, R. L. Rogers, SBJ, March 1941.

Termite Control in Schoolhouses, V. P. Morey, SBJ, May 1941.

Portfolio of Plant Preservation, NS, May 1942.

Modernizing Solves the Problem, L. D. Haskew, NS, Aug. 1942.

An Old School With a New Look, Millard D. Bell, NS, April 1944.

With Maintenance in Mind, P. S. Christensen, NS, June 1944.

Planning Long - Range Building Maintenance, Rogers B. Johnson, NS, Nov. 1944.

Maintenance and Postwar Building Problems, E. E. Niccolls, SBJ, Oct. 1945.

Let's Not Discard Them All, Owen B. Kiernan, NS, June 1946.

New Floors Out of Old Ones, Dave E. Smalley, Aug. 1946.

Shop Facilities

Neosho Meets Recreational and Vocational Needs, Viles and King, SE, March 1941.

Designed for the Trades, Samuel D. Jones, NS, June 1941.

Ankara Pupils Build Their Own Trade Schools, Ernest Mundt, NS, March 1942.

Industrial Arts in Rural Schools, NS, Sept. 1942.

Meet Vocational Needs, H. M. Ivy, NS, June 1943.

Government Vocational Schools, Thomas H. Creighton, NS, Dec. 1943.

The Pensacola Vocational School, R. Daniel Hart, NS, Dec. 1943.

Planning Vocational Departments in High Schools, Maxmillian Komow, SBJ, Jan. 1944.

Vocational Buildings for War and Peace, F. S. Barry, SBJ, Jan. 1945.

Escanaba Vocational School, SBJ, Feb. 1945.

Evansville Houses Its Mechanic Arts School, W. A. Pease, SBJ, June 1945.

Ironwood Manual Training School, A. E. Erickson, SBJ, Aug. 1945.

Industrial Arts and Vocational Training Emerge at Grosse Pointe, SBJ, Aug. 1945.

Beatrice School Shop Memorial, SBJ, Dec. 1945.

Shops That Meet Today's Needs, Christian Miller, NS, July 1946.

Practical Factors in the Design of

All Day Trade Schools, H. W. Paine, SBJ, June, July, and Aug. 1946.

Miscellaneous

Planning Afterwar School-Building Standards, SBJ, Aug. 1943.

Practice Rooms for Office Practice, Baker and Higgins, NS, Sept. 1943.

Beginnings in Schoolhouse Standardization, George Lawrence Smith, SBJ, March 1944.

12 Steps in Planning a School, Chester F. Miller, NS, March 1944.

West Virginia's Postwar Building Guide, John E. Marshall, NS, Feb. 1945.

We Must Plan for the Handicapped, Marilyn E. Johnson, NS, Oct. 1945.

Conference on School Building—Educational Planning, SE, Jan. 1946.

Planning Administrative Offices, NS, Sept. 1946.

of crucial issues, they become increasingly aware of the complex problems they will meet as citizens.

Timeliness is essential, too, in other areas of study. Vocational guidance, for instance, is much more valuable if it is related closely to the changing needs of the community and the current demands of industry. It is difficult for teachers who may be somewhat removed from industrial activity to keep informed of continuous changes, and here the radio has been used to good effect. A number of radio stations have broadcast interviews with personnel managers and employment counselors, as well as with men on the job. Current local needs and opportunities thus are emphasized.

The application of radio to meet an emergency need has been illustrated in communities where programs were presented during periods of serious epidemics or other occasions of distress. A recent example was the daily broadcasting of lessons to boys and girls in the Denver area who were snow-bound in their homes for an extended period.

RADIO IN THE CURRICULUM

by Gertrude G. Broderick, Assistant Radio Education Specialist

Acceptance of radio in the curriculum by increasing numbers of American schools offers evidence of the practical value of radio to education. While some may continue to hold that education by radio is still in the "McGuffey Reader" stage, the mounting evidence to the contrary stands as a tribute to the men and women in education, and in the broadcasting industry who have done the pioneering. Fifty-three colleges and universities last year reported courses in teacher preparation and classroom use of radio, nearly a 50 percent increase over pre-war years. In addition, growth in the number of normal schools and the special teacher training institutes which have been sponsored by some of our leading radio stations gives further indication that teacher training in radio is no longer a rarity.

Increased interest by school administrators was noted at the recent School Broadcast Conference in Chicago when three city school superintendents from different parts of the country discussed the subject, "The Superintendent Looks at Radio." It was a stimulating experience to hear reports from two superintendents who were working

closely with commercial stations, on the ways in which radio was serving their purposes, and from a third who was joining the vanguard of educational institutions planning to operate their own FM stations.

Superintendent Goslin, of Minneapolis, speaking on "Radio as an Aid to Instruction," cited many examples of ways in which radio contributes to the learning process, not only of children but of their parents and grandparents. In his opinion there is great need for an understanding by more teachers of just what radio is, what it can do as an educative tool, and for training in using it to maximum effectiveness.

The measure of radio's specific contributions to education can be gauged only by their relation to the general objectives of education. These contributions—some of them at least—might be grouped somewhat as follows:

Radio Is Timely

The need for timeliness is obvious in the study of current events, for example. Radio presents and interprets an event while it still is current and before it becomes history. As pupils listen to selected news broadcasts and discussions

Radio Gives Sense of Participation

Radio brings to the pupil at his desk or at home contact with the great personalities who are shaping the world. When a child hears a broadcast of an event such as a Presidential inauguration, or the opening of Congress, history becomes a living and vibrant experience to him. Similarly students who heard the "We Hold These Truths," a few years ago, commemorating the 150th anniversary of the Bill of Rights, shared consciously in the trials of the founding fathers as well as in their Nation's pride of a monumental achievement. V-E Day broadcasts by newsmen as they approached the fortified Normandy coast gave listeners a feeling of having witnessed the invasion.

Radio as an Emotional Force

There is much evidence to support the claim that radio can accelerate the accumulation of facts. The accumulation of facts alone, however, is not the sole aim of education. What the learner does with the facts is vital. If knowledge of them does not affect his attitude then the facts are incidental. Yet, the

development of desirable attitudes is not a simple process. Emotional drives have a powerful influence. Radio has learned to use drama and music for making emotional impacts.

The numerous programs planned specifically to promote group tolerance and understanding illustrate this point. A series produced in the early days of World War II, entitled "These Are Americans," recognized the delicate matter of race relations and dealt with it effectively. An earlier series, "Americans All—Immigrants All," produced some years ago under the auspices of the U. S. Office of Education, stressed contributions made by immigrants to American life. Current broadcasts over several of the major radio networks dealing with juvenile delinquency are examples of the emotional drive that can result from "good radio."

Radio and Discrimination

Just as the teacher has long recognized her responsibility for guiding and developing the reading tastes of her pupils, so must she now undertake the responsibility for development of good taste in listening. She recognizes that what the child is and what he is becoming, are influenced in no small degree by the radio programs to which he listens. Radio today is an important medium through which are communicated ideas, understandings, attitudes. To the discriminating listener, the radio makes possible a progressive broadening and enrichment of his experience.

Upon recommendation last fall of the High School Committee of the American Educational Theater Association, many secondary schools now are teaching radio appreciation as a part of a course of study in dramatic arts. The one semester course considers the role of radio in modern society, history of radio, organization and operation of the modern radio station, types of radio programs, and criteria for evaluating them. In one course, students conducted polls of listeners to determine average tastes and reasons for program popularity. They analyzed their own reactions as they listened and reported on radio articles appearing in newspapers, periodicals and trade publications. This study was consummated

with the preparation of a guide for student listening.

Radio's achievement in regard to standards of taste in music is evidenced by the increasing numbers of listeners year by year to radio symphony and opera.

An effort to keep the classroom teacher informed about programs was launched in 1944 by the Federal Radio Education Committee. A special advisory committee was given responsibility for preparing monthly lists of network programs which were selected on the basis of their educational significance, program quality, and instruc-

tional adaptability. Other materials for teachers are to be found in such Federal Radio Education Committee publications as *Criteria for Children's Radio Programs* and *How to Judge a School Broadcast*.

These are but a few of the ways in which radio is playing a part in many American schools today. As more teachers acquire skills in radio programming and utilization, they will develop new and better programs planned to fit the curriculum. We are, in fact, limited only by our ambitions and creativeness—our ingenuity and sincerity.

Office of Education Reports on Its Activities

THE U. S. OFFICE of Education's report of its activities during the fiscal year 1945-46 (just off the press), is the first annual report to be made since extensive plans "for the improvement of its services" were announced 2 years ago by Commissioner Studebaker. During the fiscal year all of the eight administrative divisions contemplated emerged from the blueprint stage and began operations. Altogether, the new divisions laid foundations for increasingly effective services to the whole of American education, the report indicates.

These divisions are: Elementary, Secondary, Vocational, Higher Education, Central Services, International Educational Relations, Auxiliary Services, and School Administration. In addition, there was established a temporary Division of Surplus Property Utilization.

A quick glimpse of the first two divisions of the report is presented herewith. Brief summaries of reports from the other divisions will appear in later issues of *SCHOOL LIFE*.¹

Elementary Education

The elementary program—America's greatest undertaking in democratic education—involves more than 200,000 schools, 20,000,000 children, 600,000 teachers, and more than \$1,000,000,000

in expenditures each year. The elementary schools have the responsibility of establishing the foundations of knowledge, skills, and attitudes—a job made critically important by the fact that the early school experiences are the only ones many children ever have.

Characterizing elementary education today, according to the report, are several problems of major concern. One of the foremost is juvenile delinquency. Immediately related to this is the problem of achieving closer parent-teacher cooperation. And third, the emergency of the teacher shortage continues; during the past year approximately three-fourths of the emergency permits granted for teaching were in the elementary schools.

All these serious problems were considered by the Division's specialists during the past fiscal year as they undertook to serve the schools in four major areas: In organization and supervision; in instructional services; in exceptional children; and in teacher education.

Specifically, among the services reported: The Division's staff extended their field services from Florida to Cali-

¹ Copy of the full report may be obtained from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Price per copy, 25 cents. Title of the bulletin is "Annual Report of the Federal Security Agency, Section 2, U. S. Office of Education, 1946."

fornia, to New England, and to the North Central region. These services involved cooperation with State education departments, teacher-education institutions, local school systems, and lay organizations interested in the schools. Among such activities were included consideration of legislative matters relating to the extension of schools for children under 6; measures for improving instruction in elementary school science; and measures for helping exceptional children achieve their best adjustment.

Important conferences held during the year included two meetings of the Association of State Directors and Supervisors of Elementary Education—a major and continuing project of the Division and a vital force for improving elementary education in the States.

The report reviews the consultative and research work done by members of the Division in cooperating with other Federal agencies and with many national and regional organizations interested in services to children; the individual services given to teachers, students, parents, and citizens seeking information and advice; and the varied problems of teachers and students from abroad who have been coming in increasing numbers to familiarize themselves with our educational system.

The report describes the publications of the past year that represent intensive research by various specialists within the Division. The titles follow: *How to Build a Unit of Work*; *Curriculum Adjustment for Gifted Children*; *Follow-up Report of the Terre Haute Workshop for Nutrition Education*; *Education in Residential Schools for Delinquent Youth*; *Schools for Children Under Six*. Members of the staff also contributed numerous articles to professional journals and yearbooks.

Secondary Education

According to the report, it is increasingly evident that the people of the United States regard a secondary school education as the minimum opportunity for all. "To develop a citizenry which is competent in the skills of the democratic culture and procedures, with common ideals and a dynamic faith in the American way, is the overriding assignment which the American people have

given to the secondary school," says the report.

The decade from 1930 to 1940 shows that secondary-school enrollments increased 7 times as fast as did the general population and 10 times as fast as did the population group 14-17 years of age.

Organized in August 1945, with a professional staff of 5 persons, the Division grew to 9 professional persons by the end of the fiscal year on June 30, 1946. As funds become available, the plan set forth by Commissioner Studebaker in 1944 is expected to be carried out; it calls for 74 professional persons to serve the Nation's secondary schools. Meantime, however, the report indicates that specialists are available to devote full-time services to such areas as general adult education; school organization and supervision; vocational education; rural education; science; health education; tests and measurements; instructional problems, and the social sciences.

In accordance with the plan creating the Division, there was appointed an Advisory Committee on Secondary Education, a continuing committee with rotating membership based upon a 3-year term. The committee's function is to advise the Division with respect to: The types of service in which the Division should engage; specific projects, studies, or undertakings which should occupy the time and attention of the Division; the facilities and procedures needed for carrying on the program.

The Committee was called by Commissioner Studebaker in May 1946, and the first discussion of long-range plans revolved around the services in guidance. The committee advised that "the Division should exercise vigorous leadership in this field both with respect to State departments of education and local schools and school systems."

Another fundamental concept on which members of the advisory committee expressed themselves repeatedly was the need for coordination among the various subject areas. Mentioned were family life, health, recreation, and consumer education.

According to the report, the high point of the conference was reached with the consideration of what should be the program of the Division in the years ahead. Various members of the advisory committee emphasized the need for the Office of Education to give an

effective leadership to secondary education.

In so doing, the Office of Education is concerned with measures to increase the holding power of the secondary school. Regardless of the causes—and they are many—no more than 73 percent of our youth have ever attended high school, and the survival rate for those who do attend is of such critical proportions that the offerings of the secondary school must be reexamined. The report indicates that most youth who drop out of school do so because school activities do not challenge them, or because learning is not suited to their abilities, or because life inside the school does not seem so real as life outside.

For these reasons, specialists in secondary education spent a great deal of effort during the past year in helping to implement the Prosser resolution, which proposes to focus the attention of our schools on the needs of the majority, or 60 percent, of our youth who are destined neither for college nor for skilled occupations. (See *SCHOOL LIFE* of July and December 1946, and February 1947, for discussions of the conferences undertaken at the request of the Commissioner, who instructed the Divisions of Vocational Education and of Secondary Education to collaborate in their plans to formulate a program for the large group of youth with whom the Prosser resolution deals.)

While the Prosser resolution raised a basic question whose answer must be sought, other work done during the year continued a going program of projects. The return of veterans to high school—accelerated at the end of the war—profoundly affected the service given veteran education by the high schools of the Nation.

Among the secondary education publications mentioned by the report was the joint study undertaken by the Division and the Research and Statistical Service to bring up-to-date the facts regarding the statistical position of public secondary education in the United States; a revised bulletin designed to help provide adequate instruction in industrial arts; a bulletin entitled "School Census, Compulsory Education and Child Labor;" and a bulletin for the use of rural school administrators and teachers on the educational value of good public relations.

U. S. GOVERNMENT ANNOUNCES

New U. S. Office of Education Publications

Radio Script Catalog. Fifth Edition. By Gertrude G. Broderick. Washington, U. S. Government Printing Office, 1946. 109 p. 25 cents.

Lists approximately 1,100 annotated radio scripts which are available on free loan from the Radio Script and Transcription Exchange of the U. S. Office of Education. The Exchange assists groups studying radio writing, speaking, acting, sound effects, and program production over the facilities of radio stations or over sound systems, as well as in other phases of radio work.

Statistics of State School Systems, 1943-44. By David T. Blose, under the direction of Emery M. Foster.

Washington, U. S. Government Printing Office, 1946. 78 p. (Chapter II, Biennial Survey of Education in the United States, 1942-44.) 20 cents.

Data on State and local boards of education, personnel of State offices and local school systems, pupils, instructional staff, transportation of pupils, public-school finance, and schools for Negroes.

New Publications of Other Agencies

FEDERAL SECURITY AGENCY

National Commission Points the Way. By Cornelia Goodhue, Division of Reports.

Washington, U. S. Government Printing Office, 1947. (In *The Child*, vol. 11, No. 7, January 1947, p. 115-118, published by the Division of Reports, Children's Bureau). Single copies 10 cents; annual subscription, \$1.00.

An account of the meeting of the National Commission on Children and Youth in Washington, December 9-10, 1946.

DEPARTMENT OF AGRICULTURE

Living and Forest Lands. Prepared by the Division of Information and Education, Forest Service.

Washington, U. S. Government Printing Office, 1940. (Miscellaneous Publication No. 388) 45 p. Free from U. S. Forest Service.

Prepared as a guide for study groups in-

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

interested in the social and economic aspects of forests and forestry.

DEPARTMENT OF COMMERCE

State Government Finances in 1945, vol. 1. Prepared in the Bureau of the Census. Washington, Bureau of the Census, Department of Commerce, 1946. Processed. Free from the Bureau of the Census.

The summaries of receipts and expenditures of each State Government are covered in separate pamphlets. The data have been issued to date for the following States: Alabama, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Mexico, North Carolina, North Dakota, Oregon, South Carolina, South Dakota, Tennessee, Texas, Vermont, Washington and Wisconsin.

DEPARTMENT OF LABOR

Aids in Counseling.

Washington, U. S. Government Printing Office, 1946. 6 p. Free from U. S. Department of Labor.

List of publications selected by an inter-departmental committee for their usefulness in counseling, especially with regard to employment and occupations.

State Child-Labor Standards. By Lucy Manning and Norene Diamond, Division of Labor Standards.

Washington, U. S. Government Printing Office, 1946. (Child-Labor Series No. 2.) 182 p. Free from Division of Labor Standards as long as limited supplies last.

A State-by-State summary of laws affecting the employment of minors under 18 years of age.

Training for Jobs for Women and Girls . . . Working . . . Looking for Work. Prepared by the Women's Bureau in collaboration with the U. S. Office of Education.

Washington, U. S. Government Printing Office, 1946. (Leaflet No. 1-1947.) 8-page folder. Single copies free from Women's Bureau; 100 copies at \$1.50 from Superintendent of Documents.

Outlines instructional opportunities available to girls and women who may wish to prepare for a job or to improve their competence on the present job.

DEPARTMENT OF STATE

International Control of Atomic Energy. Prepared in the office of Bernard M. Baruch.

Washington, U. S. Government Printing Office, 1946. (Publication 2661; United States and the United Nations Reports Series, 5.) 195 p. 30 cents.

Scientific information transmitted to the United Nations Atomic Energy Commission, June 14, 1946-October 14, 1946, with the object of providing a reasonable understanding of the problems.

International Trade Organization—How Will It Work?

Washington, U. S. Government Printing Office, 1946. (Publication 2597; Foreign Affairs Outlines, Building the Peace, No. 7) 8 p. Free from the Division of Publications.

Presents brief arguments to show advantages of reducing trade barriers and of eliminating restrictions on international trade by private business groups.

Building a New World Economy.

Washington, U. S. Government Printing Office, 1946. 10 p. Free from the Division of Publications.

Outlines in brief form the various problems involved in working out a sound economy for world trade.

THEMES ANNOUNCED

THE SCHOOLS Are Yours is the theme for American Education Week which has been set for November 9-15, 1947. Daily topics beginning with Sunday, November 9, are: Securing the Peace, Meeting the Emergency in Education, Building America's Future, Strengthening the Teaching Profession, Supporting Adequate Education, Enriching Home and Community Life, and Promoting Health and Safety.

Sponsors of American Education Week are the National Education Association, the American Legion, the National Congress of Parents and Teachers, and the U. S. Office of Education.

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